



Present

# *15<sup>th</sup>* Asia TEFL & *64<sup>th</sup>* TEFLIN International Conference

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# Indonesia Raya

"Lagu Wajib Kebangsaan Indonesia"

Cipt : W.R. Soepratman  
Transcribed : Dede Swnd

$\text{♩} = (90 - 100)$

In - do - ne - sia ta - nah a - ir - ku Ta - nah tum - pah da - rah - ku Di - sa  
6  
na - lah a - ku ber - di - ri Ja - di pan - du I - bu - ku In - do  
10  
ne - sia ke - bang - sa - an - ku Bang - sa dan ta - nah a - ir - ku Ma - ri  
14  
lah ki - ta ber - se - ru In - do - ne - sia ber - sa - tu Hi - dup  
18  
lah Ta - nah - ku hi - dup - lah Ne - gri - ku Bang - sa - ku Rak - yat - ku se - mu - a nya Ba - ngun  
22  
lah - ji - wa - nya ba - ngun - lah ba - dan - nya un - tuk In - do - ne - sia Ra - ya In - do  
26  
ne - sia Ra - ya mer - de - ka mer - de - ka Ta - nah - ku Ne - gri - ku yang ku - cin - ta In - do  
30  
ne - sia Ra - ya mer - de - ka mer - de - ka hi - dup -  
32  
lah In - do - ne - sia Ra - ya In - do - ya

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# ASIA TEFL ANTHEM

*Andante Maestoso* ♩ = 70

Lyric by : Grace Wiradisastra

Song by : Heni Kusumawati

Arrangement by : Yuana Arifin

Vocal

We teach a glo-bal langu-age to o - pen doors to new  
 op-por-tu - ni - ties know ledge and worlds With our grip on our tra - di - tions We stand  
 firm on our na - tive grounds We come from dif - ferent lands but we're one In a  
 cir - cle of de - di - cat - ed pro - fes - sio - nals We are gathered here to forge strong links To  
 broaden ho - ri zons share our lives Be - come the best tea - chers we can be and  
 o - pen path - ways through this u - ni - verse In the air we hear a vi - brant har - mo  
 ny The sound of peo ple u - ni - ted for one goal Peace through friend - ship know  
 ledge pros - pe - ri - ty In A - SIA TE - FL we will grow

# STRIVING FOR THE BEST (TEFLIN HYMN)

SOPRANO

Helena I. R. Agustien

**A**

Here we are firm ly u ni ted hand in hand we're un di vi ded,

5

Trying our best to stay con nec ted learn ing to ge ther and we'll stay con cer ted,

9 **B**

All the chall enges we've come a cross, all the tri als we have con quered,

13

but our jour ney can ne ver be bloc ked we find our ways and we sim ply ne ver stop

17 **C**

TEF LIN is the ho me of the won der ers TEF LIN em pow ers all Eng lish tea chers

21

TEF LIN's the o a sis in the de sert, TEF LIN is the force to move for ward

25

We're the ser vant of the na tion, al ways true in de di ca tion,

29

we'll ne ver set tie for the se cond best, we'll on ly strive for the ve ry ve ry

32

best best We'll on ly strive for the ve ry ve ry best



## REPORT

By Chair of the Organising Committee  
Prof. Suwarsih Madya, PhD.

At the Opening of the 15th Asia TEFL – 64th TEFLIN International Conference 2017

His Excellency Minister of Research, Technology and Higher Education  
His Excellency Governor of Yogyakarta Special Territory  
Honourable President of Asia TEFL and Executive and Advisory Boards Members  
Honourable President of TEFLIN and TEFLIN Board Members  
Esteemed Keynote Speakers and all other speakers  
Distinguished Guests, Ladies and gentlemen

*Assalamu'alaikum warahmatullahi wabarakatuh*

May peace and God's Mercy and blessings be upon you all  
A very good morning

On behalf of the Organizing committee, let me offer you all my warmest and heartfelt welcome to the 15th Asia TEFL – 64th TEFLIN International Conference, held in Yogyakarta, one of the most historic and cultural cities in Indonesia.

It is indeed an honour and a privilege for me to have the opportunity to chair this very important conference in which EFL policy makers, experts, practitioners and researchers get together to share ideas, experiences, aspirations, expectations and research findings. The theme of this conference – *ELT in Asia in the Digital Era: Global Citizenship and Identity*—has attracted more than 1200 presentation proposals from 32 countries, spreading in the four subthemes: subtheme1 551 proposals (45.43%), subtheme2 113 proposals (9.32%), subtheme3 259 proposals (21.35%), and subtheme4 290 proposals (23,9%). These proposals were reviewed by a team of 60 reviewers from 13 countries. Of all the proposals, around 50% from 27 countries will be presented during this three-day conference in different forms: a colloquium, a symposium, workshops and parallel sessions.

### **Distinguished Guests, Ladies and Gentlemen,**

More importantly, this conference will proudly present 11 plenary speakers from 8 countries: (1) Prof. Anita Lie (Indonesia), (2) Prof. Anthony Liddicoat (UK), (3) Dr. Deborah Healey (USA), (4) Prof. Diane Tedick (USA), (5) Dr. Guangwei Hu (Singapore), (6) Dr. Hanan Khalifa (UK), (7) Prof. Herbert Puchta (Austria), (8) Prof. Nicky Solomon (Australia), (9) Prof. Paul Nation (New Zealand), (10) Dr. Roslyn Appleby (Australia), and (11) Prof. Yueguo Gu (China); 9 featured speakers from 7 countries, and 7 speakers representing TEFLIN's affiliates (ALAK, CamTESOL, JALT, KATE, MELTA, RELC, Thai TESOL). In addition to all of these, this conference is also featured by a pre-conference for teachers and student teachers of English.

### **Distinguished guests, ladies and gentlemen,**

Believing in the strong education-culture connection, we are committed to enriching this conference with cultural activities: the Reception Dinner for everyone, featuring traditional foods, and musical and dance performances, on 13 July, hosted by Yogyakarta State University; a Culturally Unique Dinner featuring a Javanese traditional cuisine with a unique way of serving and eating accompanied by a short shadow puppet and Javanese dance performances attended by

around 200 interested participants on 14 July, and musical and dance performances at the Opening and Closing Ceremonies. For your information, while the TEFLIN Hymne (composed by Dr. Helena Agustin) was first presented just now, the Asia TEFL Hymn (composed by Henny Kusumawati, YSU) was first presented at the 6th Asia TEFL Conference in Bali in 2008.

**Distinguished Guests, Ladies and Gentlemen**

This conference will not have been what it is without the support from various parties which I will not possibly mention one by one. Let me, however, take this opportunity to extend my sincere thanks and highest appreciation to HE Minister of Research, Technology, and Higher Education, HE Governor of the Yogyakarta Special Territory, the Asia TEFL President, the TEFLIN President, Cambridge University Press, Cambridge English Language Assessment, UTS Insearch, British Council, RELO, Pelangi, Periplus, Macquarie University, and, last but not least, all members of the Organizing Committee. Should you find any shortage and inconveniences, please accept my apologies.

To conclude, let me wish you a productive, fruitful deliberation and discussion during the conference and an enjoyable stay in this historic and cultural city, Yogyakarta, the city of culture, the city of learning, the city of tolerance, and the city of friendship. Please leave here any unpleasant experiences you encounter during the conference, and bring all good memories back home and share them with your colleagues.

Thank you very much for your kind attention.

*Wassalamu 'alaikum warahmatullhi wabarakatuh*  
And May be peace and God's blessings be upon you all



### **Message from Rector of Yogyakarta State University**

His Excellency Minister of Research, Technology and Higher Education  
His Representative  
His Excellency Governor of Yogyakarta Special Territory  
Honourable President of Asia TEFL & Asia TEFL Executive and Advisory Board Members  
Honourable President of TEFLIN and TEFLIN Board Members  
Esteemed Keynote Speakers and all other speakers  
Distinguished Guests, Ladies and gentlemen

*Assalamu'alaikum warahmatullahi wabarakatuh*  
May peace and God's Mercy and blessings be upon you all

Let us first express our gratitude to God the Almighty for all His blessings which have enabled us to organize the 15th AsiaTEFL – 64th TEFLIN International Conference. Allow me to extend to you all my warmest and heartfelt welcome you all to Yogyakarta Special Territory, and to *Universitas Negeri Yogyakarta*.

*Universitas Negeri Yogyakarta* (Yogyakarta State University) has the privilege to co-host, together with TEFLIN and ASIA TEFL, this international conference with *ELT in Asia in the Digital Era: Global Citizenship and Identity* as its theme. With English language teacher education as part of its core business, Yogyakarta State University will certainly get various benefits from this conference, especially in the area of English language teaching with all its aspects and in the capacity building in the area of team work in the part of the Organizing Committee, consisting of faculty members of the English Language Department.

#### **Distinguished speakers and participants,**

*Universitas Negeri Yogyakarta* (UNY) as an education university has a strong commitment to facilitating faculty members and students to pursue academic excellence, which can be achieved partly through networking, collaboration, cooperation, and partnership. For faculty members and students of the English Education Department both at undergraduate and postgraduate levels, organising this conference will pave the way to strong international partnership and collaboration, which will support the accomplishment of the Education University Vision that by 2019 this University excels in South-East Asia.

*Universitas Negeri Yogyakarta* (UNY), in line with its new leaderships, has launched a number of priority programs, one of which is promoting research and publication among the academics. It is an important attempt for UNY to lead to a World Class University which is recognized internationally. In addition, by promoting research and publication in internationally reputable journals and conferences UNY expects to improve its impacts and contributions to the improvement of education in particular, and the society in general.

#### **Distinguished speakers and participants,**

The 2017 Asia TEFL and TEFLIN International Conference will be successful only with the support of the invited speakers, featured speakers, parallel speakers and other participants as



well as sponsors. Let me take this opportunity to express gratitude to all participants and sponsors. And certainly my thanks also go to the Organising Committee, without who have been working hard to make this conference possible.

To conclude, let me wish you a successful deliberative discussion and a happy stay in this wonderful city of Yogyakarta, the city of independence struggle, the city of peace, the city of tolerance, the city of friendship, the city of culture, and the city of learning.

Thank you very much for your kind attention.

*Wassalamu'alaikum warah matullahi wabarakatuh*

Yogyakarta, July 13, 2017



Prof. Dr. Sutrisna Wibawa, M. Pd.  
Rector



**Welcoming Address  
By TEFLIN President  
Prof. Dr. Joko Nurkamto, M.Pd.**

Distinguished guests, speakers, participants, ladies and gentlemen  
*Assalaamu 'alaikum waramatullaahi wabarakaatuh*  
May peace and God's Mercy and Blessings be upon you all

On behalf of TEFLIN, I am really honored to have the opportunity to extend our warm welcome to all distinguished guests, speakers, and participants attending the 15<sup>th</sup> ASIA TEFL and the 64<sup>th</sup> TEFLIN International Conference 2017, with the theme —ELT in Asia in the Digital Era: Global Citizenship and Identity. I am very pleased that all of you are among us today.

Let me take this opportunity to extend our gratitude to His Royal Highness Sri Sultan Hamengku Buwono X for the Opening Speech, His Excellency Minister of Research and Technology and Higher Education of the Republic of Indonesia for the keynote speech to be delivered right after the Opening Ceremony, our colleagues from Asia TEFL: President Hyo Woong Lee and members of the Executive Council and Advisory Board, for this amazing collaboration to hold this joint-international conference, and our invited speakers to spare their invaluable time and thoughts for delivering plenary talks during this conference. Our thanks also go to all our featured speakers and all parallel speakers and distinguished guests. Let me also take this opportunity to extend our highest appreciation to the *Universitas Negeri Yogyakarta* or Yogyakarta State University, especially the Rector and the Organizing Committee for all support and hard work to organize this wonderful big event in the city of Yogyakarta. Our sincere gratitude also goes to all TEFLIN's affiliates: RELO, British Council, ALAK South Korea, KATE TESOL South Korea, Co-TESOL South Korea, JALT Japan, Cam-TESOL Cambodia, TESOL International, Thai-TESOL Thailand, MELTA Malaysia, and RELC-SEAMEO Singapore for the active collaboration for the past years until today. Our thanks also go to all supporting institutions and media partners for their support to make this conference extraordinary, successful and widely recognized.

**Distinguished guests, Ladies and Gentlemen,**

The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) is a professional organization run primarily by volunteer members of the organization. The members of TEFLIN are institutions and individuals focusing on Teaching English as a Foreign Language in Indonesia. TEFLIN focuses on developing its professional members and has important role in Indonesian societies nowadays in the field of TEFL and TESL. Various academic and professional activities are conducted by TEFLIN, such as conferences, seminars, training, journal publications and international networking. TEFLIN's academic meetings started as a regional seminar and later grew bigger to reach the national level, and finally international level in 1998. This year's joint international conference is the second with the first one held in Bali in 2008. TEFLIN has now grown into a strong national organization with 14 regional divisions throughout Indonesia.

Finally, I wish you all a pleasant time during your stay in Yogyakarta, to enjoy and have wonderful conference program as well as to experience the cultural city of Yogyakarta, its marvelous culture and the people's hospitality.

Thank you for your kind attention.

*Wassalaamu 'alaikum warahmatullahi wabarakaatuh*

**Prof. Dr. Joko Nurkamto, M.Pd.**  
**TEFLIN President**



**Welcoming Address  
By President, Asia TEFL  
Dr. Hyo Woong Lee**

Distinguished speakers, honorable guests, esteemed Asia TEFL members, and ELT colleagues, I would like to extend the warmest of welcomes to all of you attending this 15th Asia TEFL International Conference here in Yogyakarta, Indonesia.

As you know, this year's Asia TEFL Conference is co-hosted by Yogyakarta State University, TEFLIN, and Asia TEFL, under the theme, -ELT in Asia in the Digital Era: Global Citizenship and Identity. This year's conference is very, very special. About 1,000 presentations will be made in two different hotels over three days. This is the biggest conference in the history of Asia TEFL.

I would like to express my profound gratitude to Prof. Suwarsih Madya, Conference Chair and former President of TEFLIN, as well as former Asia TEFL Representative of Indonesia, for her outstanding leadership and willingness to host this year's Asia TEFL Conference here in Yogyakarta. Prof. Madya earlier hosted our quite successful 2008 Asia TEFL conference in Bali. She is the only person to have chaired more than one Asia TEFL conference, other than myself. I would also like to express my sincere appreciation to the president of Yogyakarta State University and the president of TEFLIN for providing us with their continuous support to the conference steering committee.

Let me extend my highest appreciation to Prof. M. Nasir, Ph.D., the Minister of Research, Technology, and Higher Education, Sri Sultan Hamengku Buwono X, the Governor of the Yogyakarta Special Territory, Prof. Dr. Sutrisna Wibawa, Rector of Yogyakarta State University for their support in many forms without which this conference will not be materialized.

I also extend my deep gratitude to all the Conference Organizing Committee members, who have expended a tremendous amount of time and energy to make this unprecedented event possible. It is certain that this conference would not have been possible without their full commitment and their sacrificing devotion to preparations. They all greatly deserve our recognition.

Acknowledgement must be given to all the conference plenary and featured speakers. Similar appreciation goes to our concurrent and poster session presenters for making this event a truly successful conference.

My deep appreciation goes to Yogyakarta State University, English Mou Mou, and our other publishers for their generous financial support.

As you might know, I was instrumental in founding Asia TEFL in Korea on March 15, 2003. I have been president of this Association since then – for more than fourteen years. Now the time has come for me to step down from the presidency of this noble and invaluable organization. For more than 14 years, sleeping and awake, Asia TEFL has always been foremost in my mind. Asia TEFL has been everything to me.

Asia TEFL now has around 18,000 full and associate members from 40 countries and regions of Asia, and 39 in the rest of the world. Membership is the lifeblood of the organization. It is important that we increase our number of full members. More full members means more funds for Asia TEFL activities.

The Asia TEFL Conferences have been held three times in Korea and twice in China, Malaysia, and Indonesia, and once each in Japan, Thailand, Vietnam, India, the Philippines, and Russia, and next year in Macau. This has given especially important meaning to Asia TEFL. Asia TEFL strives to truly be an association that can share benefits with each of the regions of Asia. In

the conferences more effective and successful teaching methods that are optimal in the Asian ELT context will be introduced through outstanding research and innovation by our Asian scholars and practitioners.

I think it is important that we invite many quality paper presentations to the conference, but it is equally important that we provide many opportunities for young scholars to give them a start in their careers. Hopefully, we will be able to consider four- or five-day Asia TEFL conferences in the future.

Another very important thing that I have concentrated my efforts on is improving the quality of articles of our journal. The *Journal of Asia TEFL* is indexed by both Scopus and ESCI (the Web of Science's Emerging Sources Citation Index). Increased citations will be helpful in getting the Journal indexed by SSCI or AHCI.

Another point that I would like to mention is to try to raise enough funds to conduct joint studies on English language teaching and learning among Asian scholars.

I would like to express my most profound gratitude to the following respectable individuals for their sacrificing devotion to Asia TEFL since the foundation of this Association. They have been with Asia TEFL and with me for these many years and sometimes challenging times. Asia TEFL will never forget their outstanding contributions to the remarkable growth of this organization in a comparatively short time.

I cannot forget former Vice Presidents: Prof. Ikuo Koike (Japan), Prof. Li Yinhua (China), Prof. Zhizhong Yang (China), and Prof. Malachi Edwin Vethamani (Malaysia), and the former Editor-in-Chief of the Journal, Bernard Spolsky (Israel). Their experience, expertise, and wisdom have been an invaluable asset to Asia TEFL. They have been really guiding beacons of light for me.

My sincere appreciation goes to the five concurrent vice presidents, who are a great asset to Asia TEFL: Prof. Fuad Abdul Hamied (Indonesia), Prof. Hung Soo Lee (Korea), Prof. Masaki Oda (Japan), Prof. Haixao Wang (China), and Prof. Ganakumaran Subramaniam (Malaysia).

I would like to extend my deepest gratitude to the Asia TEFL Regional Representatives for their strong commitment to Asia TEFL over the years. These people are really the ones who have guided Asia TEFL so far. Also, without them, Asia TEFL conferences could not have been able to have been held in so many locations throughout Asia.

I also would like to express my heartfelt gratitude to our Secretaries-General: Prof. Joo Kyung Park, Prof. Chan Kyoo Min, Prof. Kilryoung Lee, Prof. Yeon Hee Choi, Prof. Soo Ok Kweon, and Prof. Jihyeon Jeon, and to Treasurers: Prof. Hoo Dong Kang and Prof. Hae Ri Kim for their dedication to Asia TEFL over many years.

My special thanks go to the editors-in-chief of the Journal: Prof. Bernard Spolsky, Prof. Andy Kirkpatrick, and Prof. Antony Kunnan, as well as to the Journal's managing editors: Prof. Jin Wan Kim, Prof. Hee Kyung Lee, Prof. Jihyeon Jeon, Prof. Hyo Shin Lee, Prof. Eun Gyong Kim, Prof. Jong Bai Hwang, and to Asia TEFL book series editors-in-chief: Prof. Bernard Spolsky, Prof. Yeon Hee Choi, Prof. Youngin Moon, Prof. Ki Wan Sung, Prof. Eun Sung Park, and Prof. Soo Ok Kweon for their commitment to editing the Journal of Asia TEFL and the Asia TEFL series of books.

My special thanks also goes to the Asia TEFL Korean officers for their long and hard work for Asia TEFL.

My special thanks also goes to Prof. David Shaffer, Internal Affairs Executive Director of Asia TEFL for his knowledgeable support for all the English documents of Asia TEFL, beginning with our constitution.

Lastly, I would like to express my sincere appreciation to President Seongsu Kim of English Mou Mou and President Youngil Kim of Eduocean for their generous financial support for Asia TEFL. Without their financial support, Asia TEFL could not be what it is today.

Let us now turn from the past to the future. This is my last term as president of Asia TEFL. I will be stepping down at the end of my term in November. It is time for a change. We will have two presidents of Asia TEFL for the next term of president. Their responsibilities are different.

One president should be responsible for conferences, membership and research & teaching. Another president should be in charge of publications and finance. I hope two presidents will work for Asia TEFL effectively and cooperatively.

Prof. Fuad Abdul Hamied from Indonesia was nominated to be the next president of Asia TEFL at the Executive Council meeting yesterday, and this nomination will be submitted at the Annual Business Meeting tomorrow.

Prof. Fuad is a former president of TEFLIN and also the publications vice president of Asia TEFL. He has extensive experience in administration in the Indonesian Ministry of Education and as university vice president. He is also an outstanding scholar in the field of ELT in Asia.

He is quite qualified to lead Asia TEFL for the next two years and has my support and best wishes. Let's give him a big applause of encouragement.

I would like to let you know that the 16th Asia TEFL International Conference will be held at the University of Macau on June 27-29, 2018. I sincerely hope that many of you will also participate in the 2018 conference in Macau.

I really hope that everyone will find the conference presentations to be inspiring, enriching, innovative, and applicable.

I wish each of you great happiness, good health, and much success in all your undertakings. Please, enjoy the conference.

See you in Macau next year!

Thank you very much.

A handwritten signature in black ink that reads "Hyo Wonyong Lee". The signature is written in a cursive, flowing style.

**ORGANIZING COMMITTEE**  
**the 15<sup>th</sup> Asia TEFL & 64<sup>th</sup> TEFLIN International Conference**

- I. Patron**
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  4. Prof. Masaki Oda                      Asia TEFL
  5. Prof. Fuad Abdul Hamied, Ph.D.                      Asia TEFL/TEFLIN
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- B. Vice Chair**
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  5. Siwi Karmadi Kurniasih, S.Pd.,M.Hum.                      YSU
  6. Wipsar Siwi Dona Ikasari, M.Ed.                      YSU
  7. 10 LOs                      YSU

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	2. Dwiyani Pratiwi, M.Hum.	YSU
	3. Rasman, M.A.	YSU
	4. Donald Juppy, S.S, M. Hum.	YSU
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	6. Rinaldi Bagaskara	YSU
	7. Amad Budi Susilo	YSU
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	3. Andy Bayu Nugroho, M.Hum.	YSU
	4. Asruddin B. Tou, Ph.D.	YSU
	5. Susana Widyastuti, Ph.D.	YSU
	6. Basikin, Ph.D.	YSU
	7. Drs. Samsul Maarif, M.A.	YSU
	8. Drs. Suhaini M. Saleh, M.A.	YSU
	9. Anita Triastuti, PhD.	YSU
	10. 56 LOs	YSU
<b>H. Proposal Reviewers (online)</b>	30 experts from <i>TEFLIN</i>	TEFLIN
	30 experts from Asia TEFL (12 countries)	Asia TEFL
<b>I. Promotion and Sponsorship</b>	1. Ari Purnawan, M.Pd., M.A. (Coord.)	YSU
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	3. Rachmat Nurcahyo, M.A.	YSU
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	6. 5 LOs	YSU
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	6. Suwalyono	YSU
	7. Harjono, S.T.	YSU
	8. Dani Hendra Kristiawan, S.Pd.	YSU
	9. Binar Winantaka, S.Pd.	YSU
	10. Arif Kurniawan, S.T.	YSU
	11. Harun Noviar, A.Md.	YSU
<b>K. Accommodation and Logistics</b>	1. Dyah Setyowati C. Ed.D. (Coord.)	YSU
	2. Rohali, M.Hum.	YSU
	3. Ani Setyaningsih, M.A.	YSU
	4. Emy Nurokhani, S.Pd.	YSU
	5. Ganjar Triyono, S.Pd.	YSU
	6. Rubiman	YSU
	7. 10 LOs	YSU



<b>L. Transportation</b>	1. Sudiyono, M.A. (Coord)	YSU
	2. Paulus Kurnianta, M.Hum.	YSU
	3. Sukamto	YSU
	4. Eko Miranto, A. Md.	YSU
	5. 10 LOs	YSU
<b>M. Hospitality</b>	1. Nury Supriyanti, M.A. (Coord)	YSU
	2. Jamilah, M.Pd.	YSU
	3. Sugi Iswalono, M.A.	YSU
	4. B. Yuniar Diyanti, M.Hum.	YSU
	5. Drs. Moh. Slamet, M.S.	YSU
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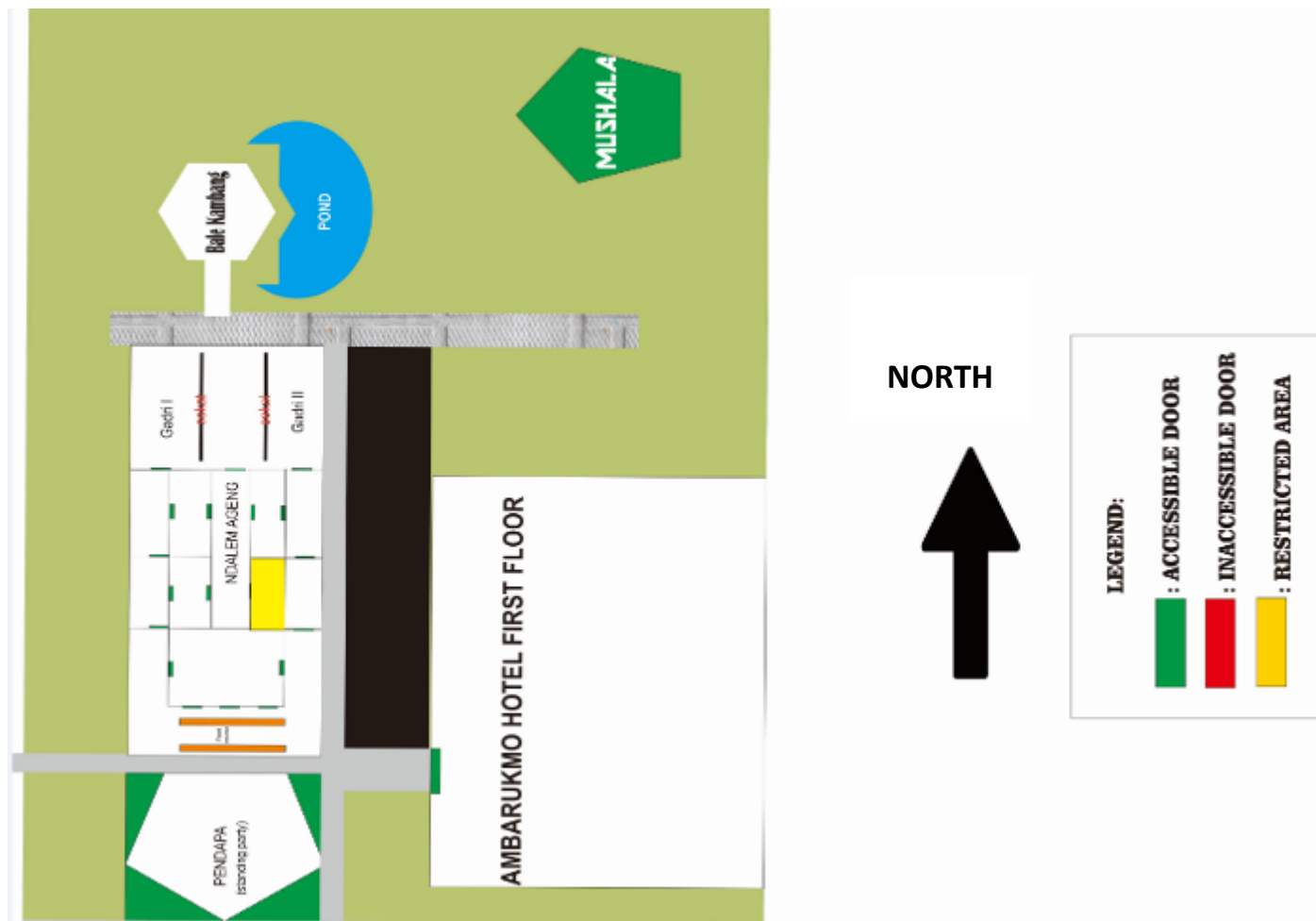
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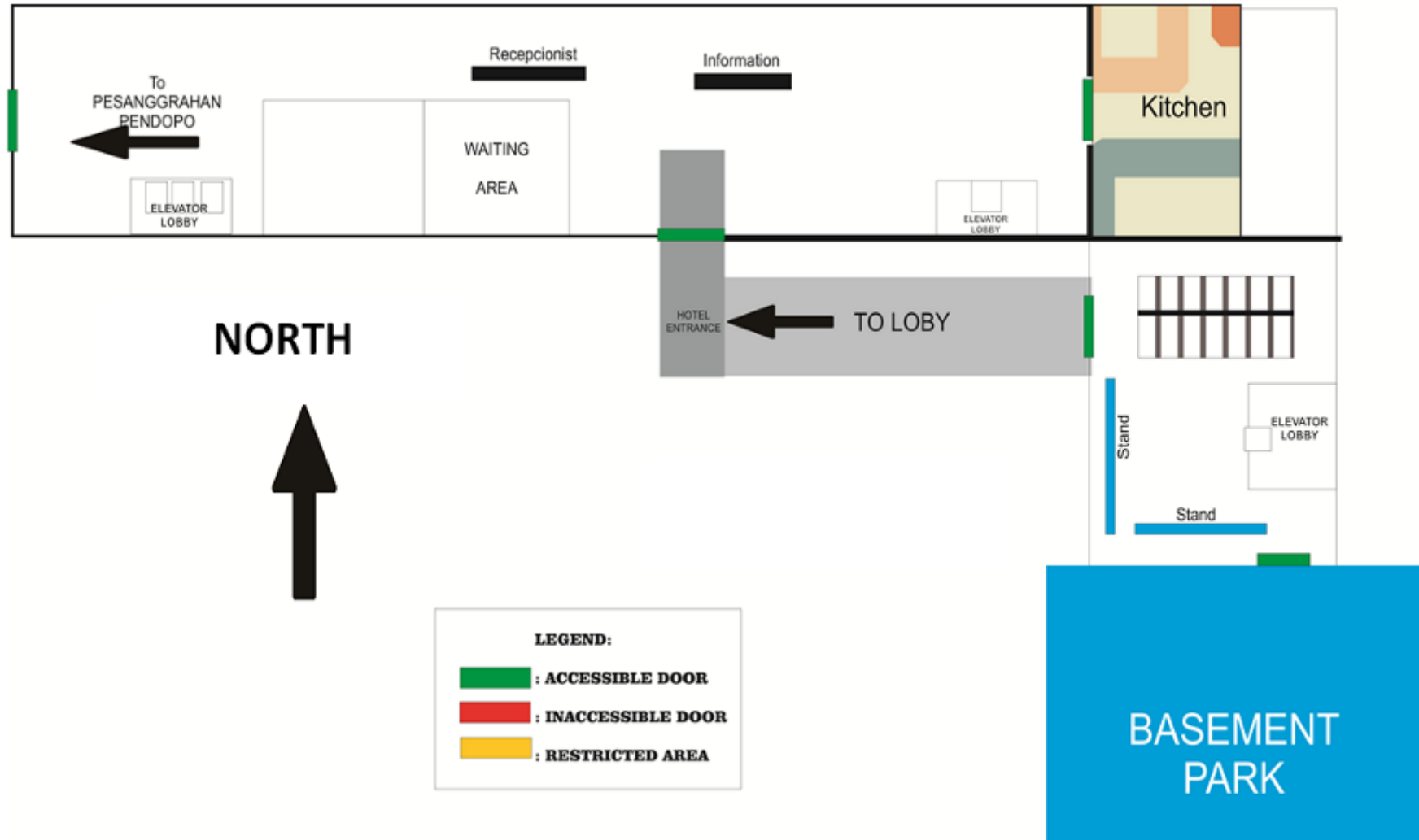


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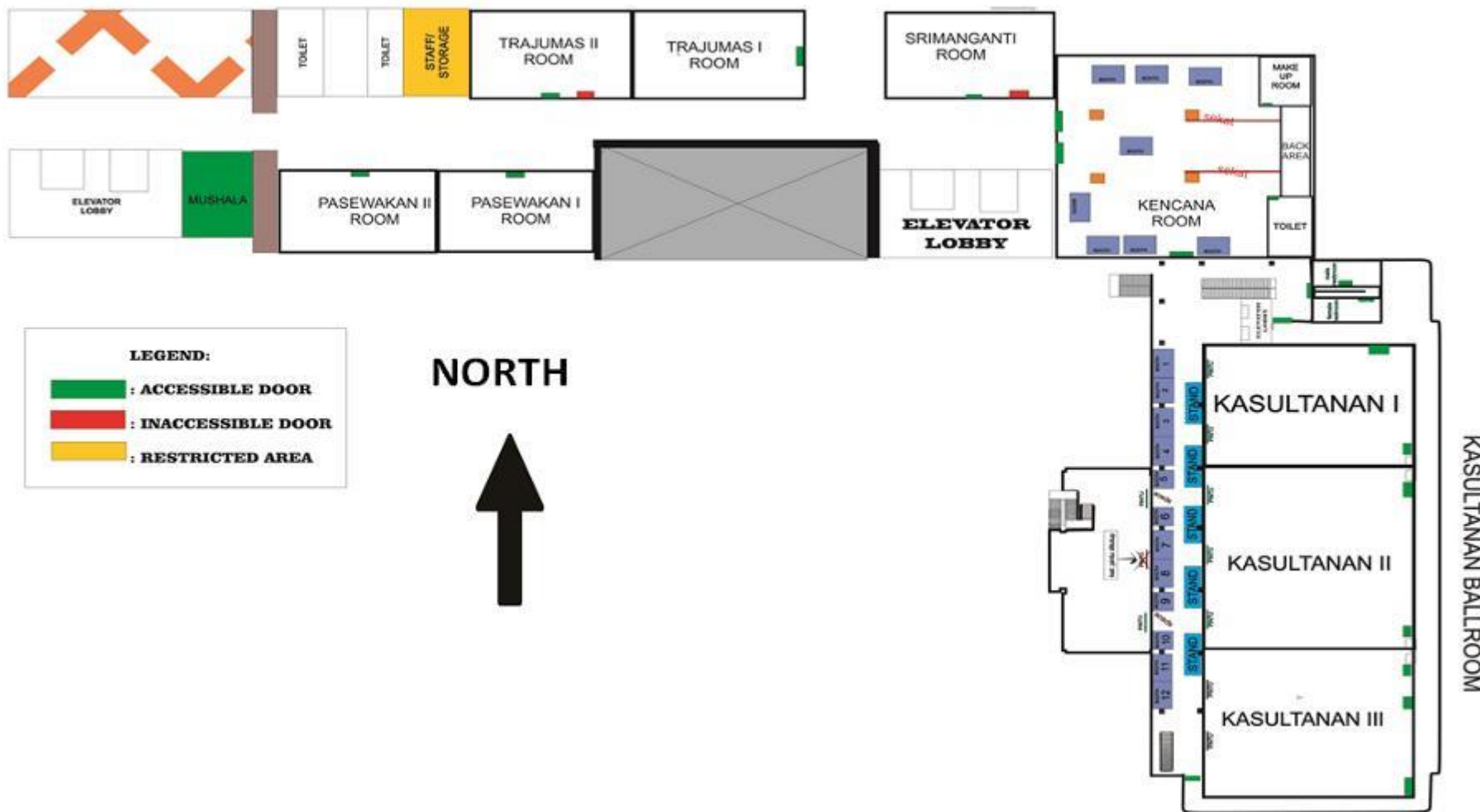
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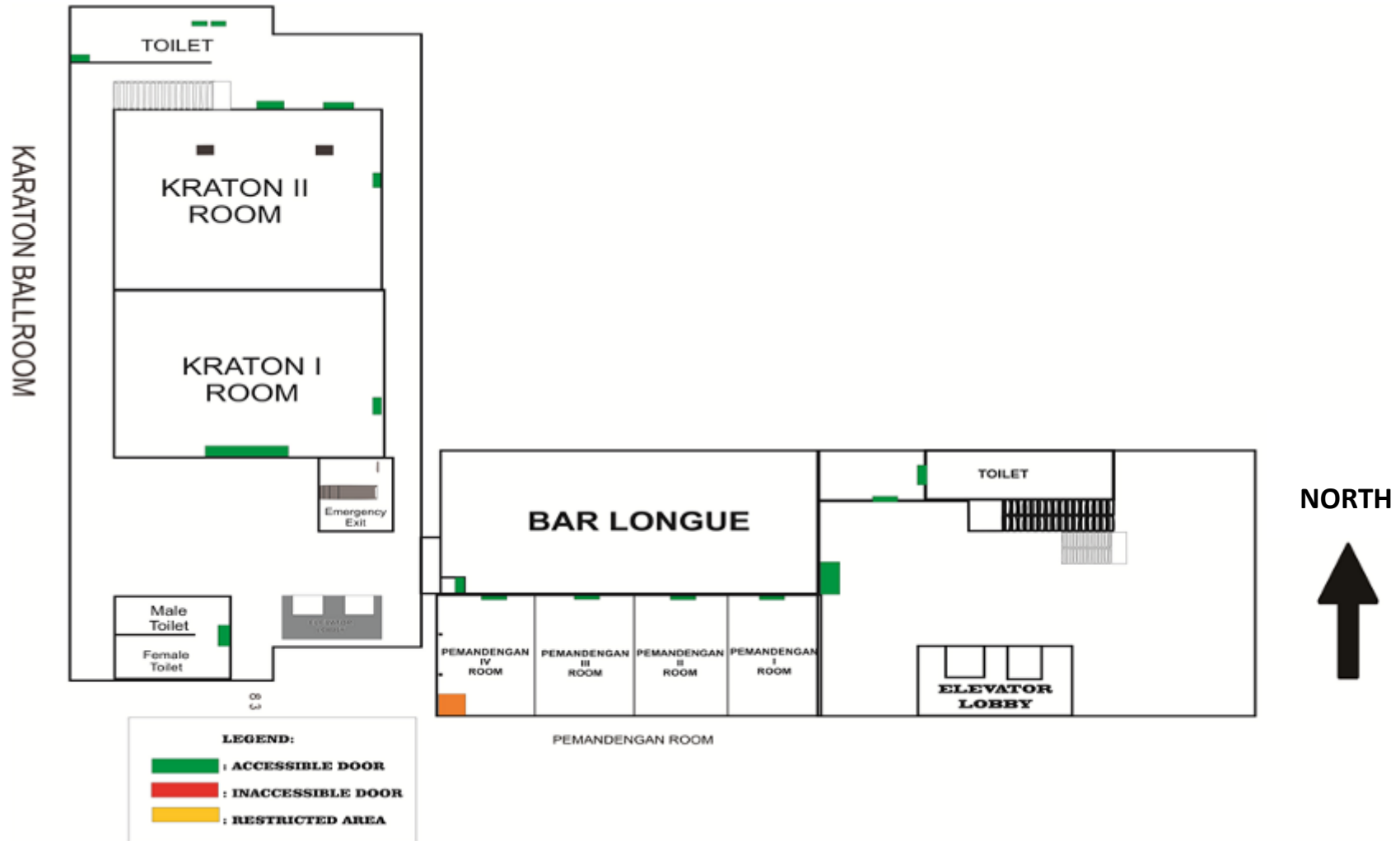
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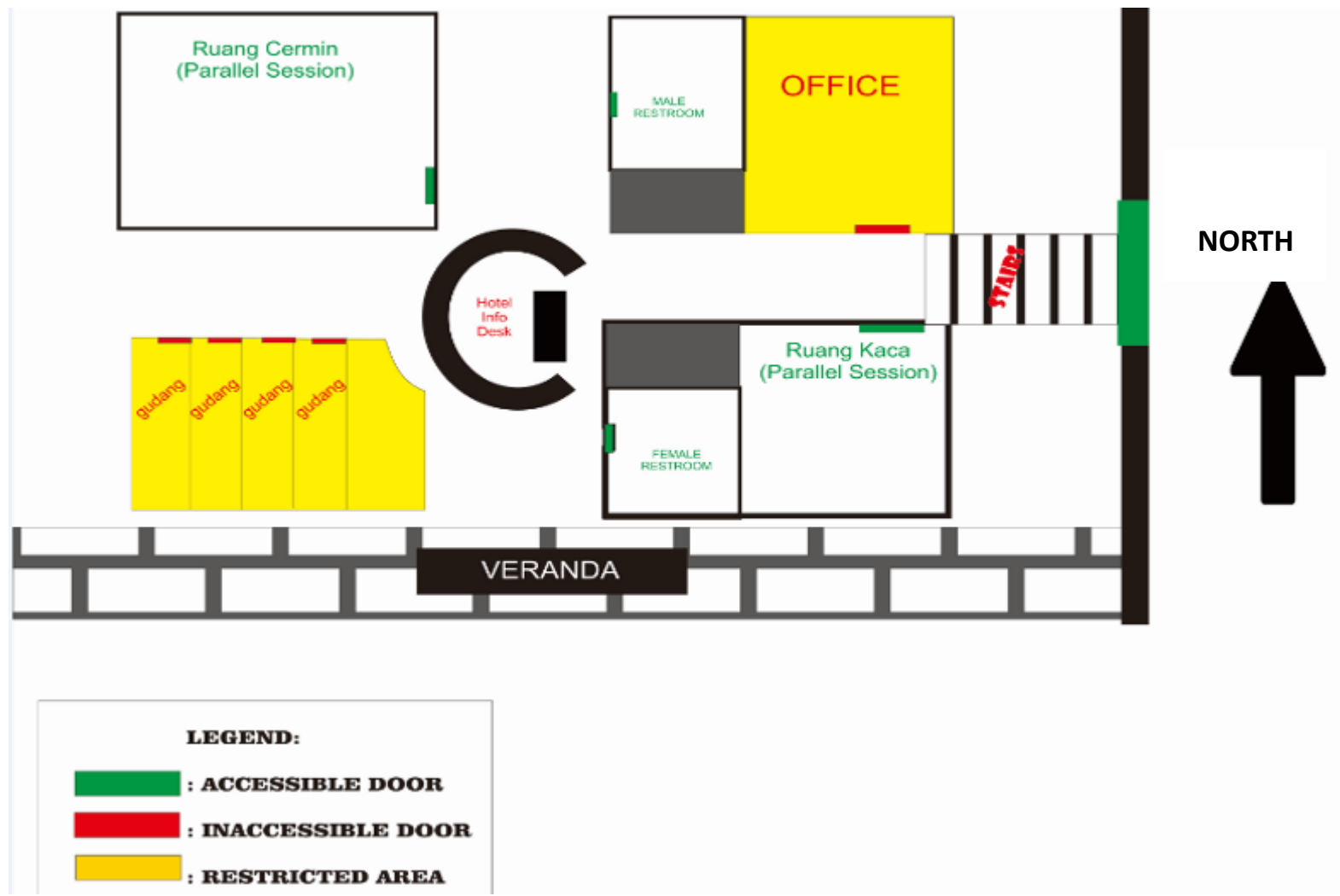
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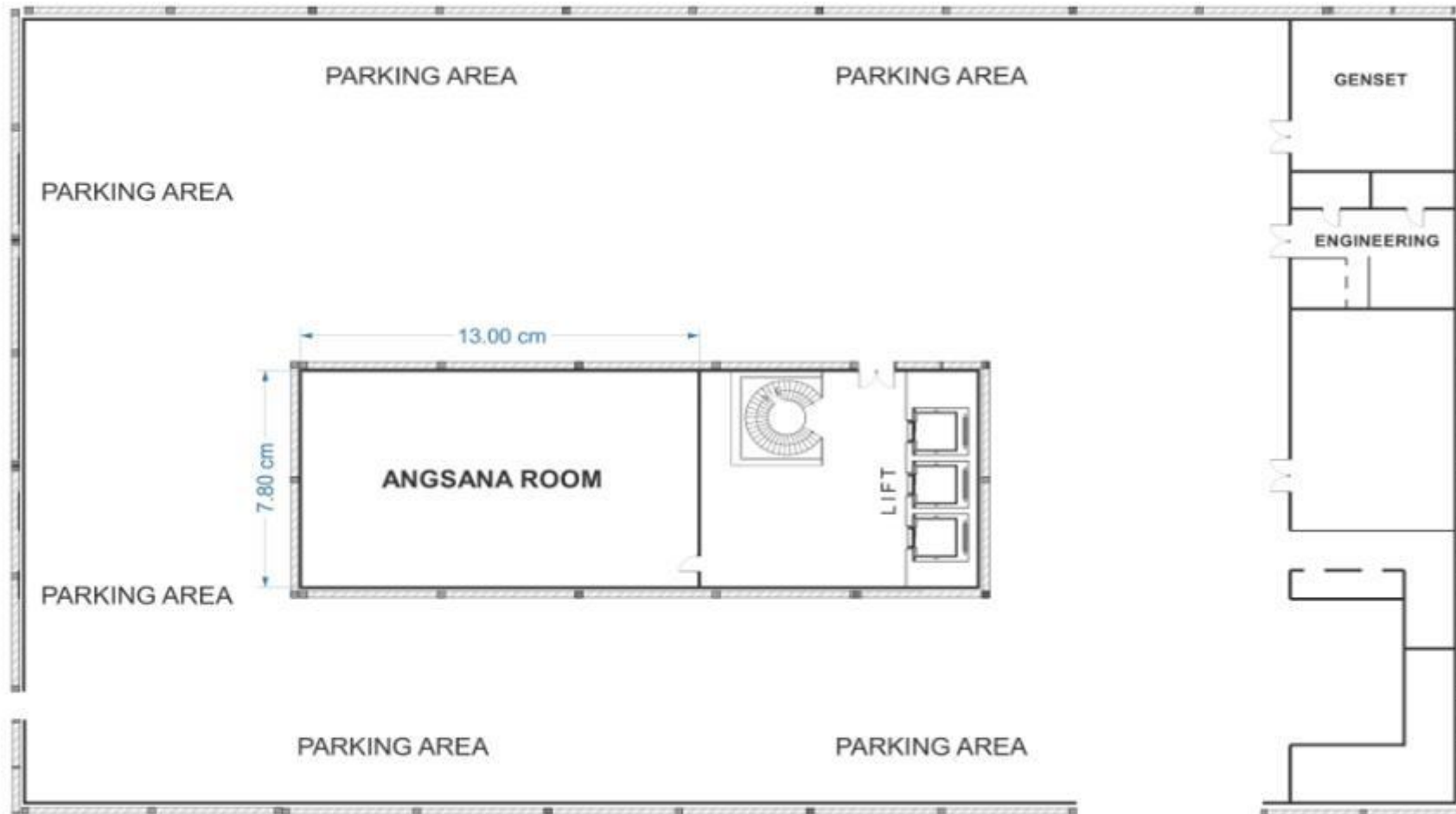
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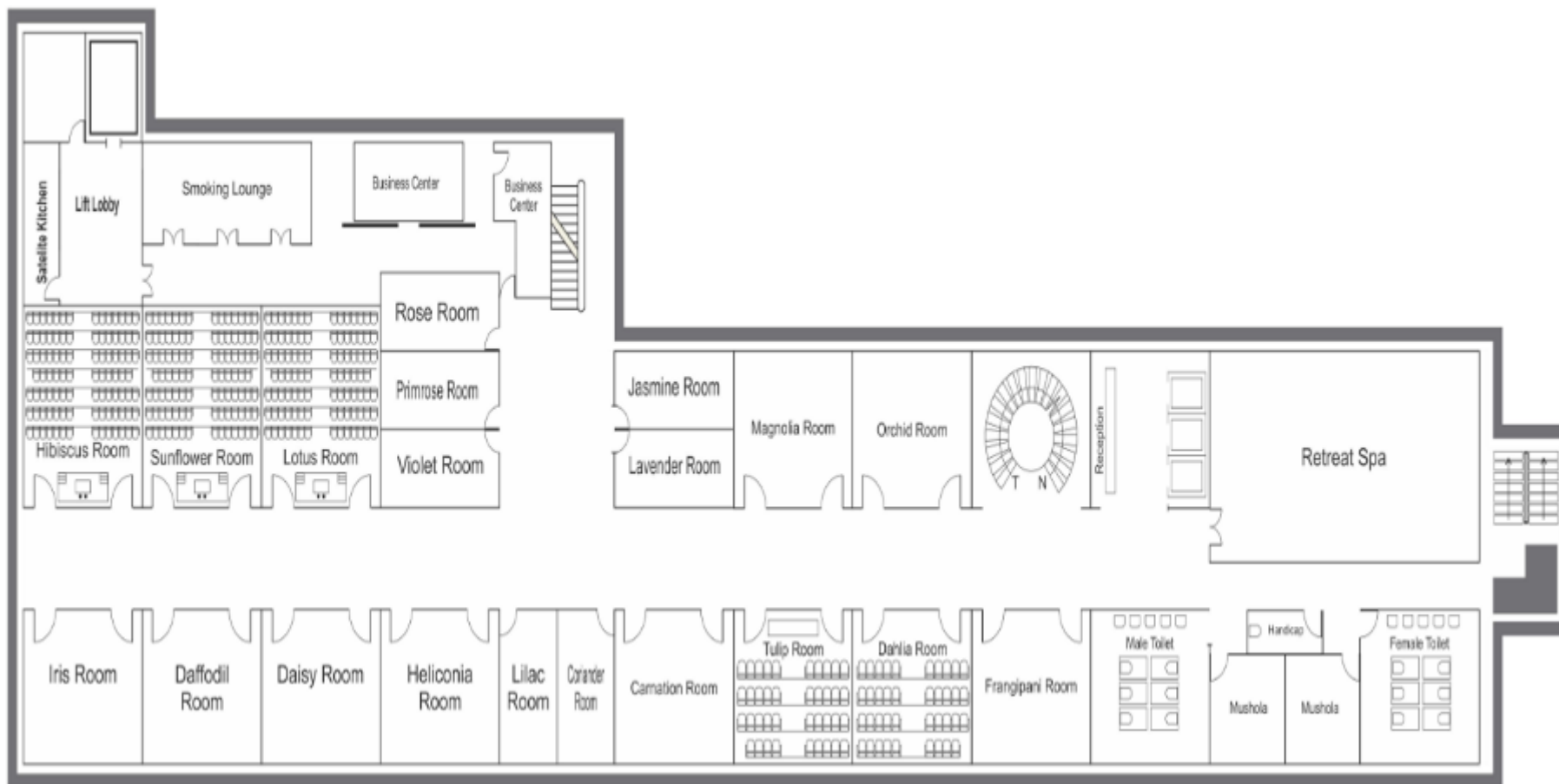
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## **THIRD FLOOR MEETING ROOM – EASTPARC HOTEL**



# Plenary Speakers

## A. Plenary Talks

### Plenary 1

#### Teaching English to young learners in the digital era: Laying the foundations for life-long learning

Herbert Puchta— *Teacher Training University in Graz, Austria*



Today's young learners are growing up into an ever-changing and unpredictable world – a world that is characterised by instant availability of information, but at the same time an enormous information overload. As educators, we need to respond to this challenge. We can do this best by equipping our learners with key basic cognitive skills while they are still young. Research in cognitive science shows that these skills are important, because they lay the foundations for the higher-order thinking that is required for learners to develop the tools they will need for lifelong learning. That is, to assess and evaluate a vast expanse of data, to understand unexpected challenges, to think 'outside the box', to make decisions, to solve problems and to evaluate their own performance.

We will argue that this concept of teaching young learners can best be done by enriching our students' language learning through engaging them in real-world thinking tasks while focusing at the same time on the development of their language skills. We will claim that such an approach gives the teacher plenty of opportunities to show students that they are taking them seriously while they are going through the important cognitive steps that occur naturally when they are learning to think creatively, solve problems and work with their classmates. This in turn sends out very important messages to the students, enabling them to develop feelings of competence, emotional engagement and serious involvement in their work. It also helps them develop mind sets and attributes that foster their cognitive and emotional engagement.

Finally, we will point out that teaching cognitive skills needs to be balanced with an approach that aims at helping students explore important social and other values, so that those children can grow up responsibly, and make wise and safe decisions for themselves.

#### **Biodata:**

Herbert Puchta holds a Ph.D. in ELT Pedagogy, was Professor of English at the Teacher Training University in Graz, Austria and is a well-known plenary speaker at numerous international conferences. He was also President of IATEFL the International Association of Teachers of English as a Foreign Language. For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books. His latest resource books, all published with Cambridge University Press, are *Teaching Young Learners to Think* and *Activities for Very Young Learners*. His course books include *Super Minds* for primary students, *English in Mind* and *Think* for teens, as well as *Empower* for adults.



**Plenary 2****English And Identity In Multicultural Contexts: An Indonesian Experience***Anita Lie, Widya Mandala Catholic University, Indonesia*

This session examines the issues, challenges, and opportunities in English language learning and identity transformation in the multicultural context of Indonesia. Issues in the spread of English are explored to understand the challenges and opportunities in the forming of cultural identity and the shaping of performance standards in English. The increasing dominance of English has brought implications in language policy and the teaching of English in the multicultural Indonesia. A high power language such as English is taught in schools as a language of modern communication, while the national language is regarded as a force of unifying the nation and local languages as carriers of ‘tradition’ or ‘historical’ identity. Within that context, this session focuses on the increased use of English among an emerging group of young and adolescent learners and their possible identity transformation.

**Biodata:**

Anita Lie is the Director of and a Professor at the Graduate School of Widya Mandala Catholic University, Surabaya. In 1996 she became a visiting professor at the SEAMEO RELC, Singapore. She had also been a guest lecturer at several universities in Asia and Canada. She was awarded the 2000 SEAMEO Jasper Fellowship Award by the Canadian government for best research category for her research study on the 1994 English Curriculum. In 2011 she was a visiting fellow at U.C. Berkeley on PAR Grant from the Ministry of Education and Culture. She has published several books and numerous articles on education.

**Plenary 3****Exploring Patterns of Blended Teaching and Concurrent Moral Emotions — with Special Reference to Chinese Mixed-Ability Learners of English**

GU Yueguo, Beijing Foreign Studies University



What is it for a teacher to teach English to a class of over 100 students with mixed abilities whose proficiency levels ranging from ABC to intermediate? Does the provision of Web-based courseware and mobile APPs empower the teacher to do individualized learning or simply incur low morale and frustrations? This paper, based on some preliminary empirical studies carried out in the years 2014-16 in China, reports the theoretical part of the project, leaving the actual data analysis for another occasion.

For College English teaching in China, a package consisting of the print textbook, the Web-based courseware and the mobile APPs has become a standard provision of resources. The hypothesis motivating this standard provision is that the teacher is enabled to do blended teaching and that the student is enabled to do individualized learning at any time, and any where. The hypothesis turns out to be formulated on a highly idealized teaching/learning scenario. The status quo of actual practice is as remote as ever from the ideal. Emerged from our pilot studies are 9 patterns of blended teaching grouped in two major categories: (1) 4 patterns due to the varied instructional philosophies adopted by teachers; (2) 5 patterns, i.e., varied configurations showing the ways the teacher, the student, the print textbook, the courseware, and mobile APPs interact with one another.

There are current emotions that are concurrent with 9 patterns. The current emotions, being different from mood, and triggered by learning objects and instructional events in situ, are moral emotions experienced by both the teacher and the student. Moral emotions refer to emotions due to the cognitive/evaluative appraisal of emotional triggers coming from the teacher, the student, the print textbook, the courseware and mobile APPs. This aspect of investigation takes it as a fact that emotion affects the teacher in instruction, and the student in learning. Preliminary analysis of our video-based recording of emotions has shown that both the teacher and the student experience complex emotions of both positive and negative kinds.

**Biodata:**

Gu, Yueguo, earned his Ph.D from Lancaster University, is a research professor, the Head of the Corpus Linguistics Department, and Director of Corpus and Computational Linguistics Research Centre of the Chinese Academy of Social Sciences. His research interests include pragmatics, discourse analysis, corpus linguistics, rhetoric and online education. His latest publications are *Using the Computer in ELT*, *Pragmatics and Discourse Studies*, and *Chinese Painting*. He is a member of the editorial boards of the *Journal of Pragmatics*, *Pragmatics, Text & Talk*, *Corpora*, *Pragmatics and Society*, *International Review of Pragmatics*, *Journal of Language and Politics*, *Language and Dialogue*, and *Journal of Chinese Language and Discourse*.

**Plenary 4****Intercultural language teaching and learning in the digital era**

Anthony J. Liddicoat—University of Warwick, UK



The possibilities of contemporary communication mean that language learners with access to technology can have immediate access to other languages and cultures both inside and outside class. In such communication, models of intercultural interaction that assume that language learners are using their languages to communicate with native speakers are being increasingly challenged and languages are being used more and more for lingua franca interactions. This means that being able to communicate with linguistically and culturally different others has become a key need for contemporary communication. It also means that we need to rethink how we understand what it means to be interculturally capable and what abilities learners need to develop through their learning. In particular, the nature of intercultural communication in the digital era shows that developing intercultural capabilities needs to be something very different from learning about another culture. This presentation will argue that intercultural communication requires learners to become aware of both language and culture as resources for creating and interpreting meaning and that an intercultural capability involves understanding of self and other and makers and interpreters of meaning. The presentation will also explore some of the consequences of such a view for developing contemporary language teaching and learning.

**Biodata:**

Anthony J. Liddicoat is Professor in the Centre for Applied Linguistics at the University of Warwick. His research interests include: language and intercultural issues in education, conversation analysis, and language policy and planning. He is currently co-convenor of the AILA Research Network Intercultural mediation in language and culture teaching and learning and Executive Editor of *Current Issues in Language Planning*. Among his publications are *Language-in-education Policies: The Discursive Construction of Intercultural Relations* (2013) *Intercultural Language Teaching and Learning* (2013 – with Angela Scarino) and *Linguistics and Intercultural Education in Foreign Language Teaching and Learning* (2013 – with Fred Dervin).

**Plenary 5**

**English language training for international PhD students: Why it matters**

*Nicky Solomon, University of Technology Sydney*



Knowledge-based, digital economies are growth areas in the changing world of work, of professions and of businesses. The advancement of knowledge is central to this growth. This knowledge is produced through research in universities, by academics and by research students, and through the ongoing circulation of research outcomes. This in turn is dependent upon language and most often English language.

My paper argues that for PhD students, it is useful to look beyond English language learning as an access instrument. Certainly English language proficiency opens admission doors, but my argument attempts to extend the value of English language learning by considering the graduate capabilities it produces for the career of each student, as well as for the knowledge that is created through their research.

The argument draws on understandings on the integral relationship between language, text, and knowledge, and also draws on 6 years of my work as a dean of a graduate research school in Australia, with increasing numbers of international doctoral students.

**Biodata:**

Professor Nicky Solomon researches and teaches in the areas of workplace learning, discourse analysis, language and culture within Education programs. Her current research focuses on workplace learning, interdisciplinary knowledges and practices, as well as on vocational and professional pedagogical practices.

**Plenary 6****Teacher Development for Language and Content Integration***Diane J. Tedick*—University of Minnesota

The fundamental premise underlying content-based language teaching or content-based instruction (CBI) is the expectation that students can learn (and teachers can teach) both meaningful content – including academic subject matter content – and a new language at the same time. The crux of effective CBI is language and content integration – teachers and students have to attend to both content and language if the language learning benefits of CBI are to be maximized. Yet content and language integration is challenging for teachers and needs to be systematically addressed through professional development. How are content and language integrated pedagogically, and how do CBI teachers learn to integrate the two?

This presentation will begin with a brief overview of the features and goals of CBI and the types of CBI models. Then, drawing upon several theoretical concepts and research findings, it will offer a description of the relationship between CBI and second/foreign language acquisition. The kinds of language processing that occur in CBI can afford valuable opportunities for students to acquire and retain the new language as well as content knowledge. In addition, this talk will identify key teacher characteristics needed for CBI – knowledge and understandings, language proficiency, attitudes – and important roles that CBI teachers play, including the role of language and content integrator. The remainder of the presentation will focus on the integrator role and will review recent research that has explored what types of professional development experiences teachers perceive to have a positive impact on their ability to integrate language and content in their teaching. The talk will conclude with implications for EFL teacher professional development.

**Biodata:**

Diane Tedick is a Professor of Second Languages and Cultures Education at the University of Minnesota. For over 20 years she has worked in the preparation of preservice teachers and ongoing professional development of inservice teachers representing a variety of language teaching contexts: immersion and bilingual programs, world languages, and ESL. Her professional and research interests focus on the pedagogy required for successful integration of language and content instruction, student oral language proficiency development in immersion programs, and language teacher development.

**Plenary 7****English-Medium Instruction in Asian Higher Education: Lessons from China****Guangwei Hu-** Nanyang Technological University, Singapore

The last three decades have seen intensifying top-down and bottom-up endeavors to internationalize higher education around the globe. One current, popular strategy is to develop English-medium programs and courses. English-medium instruction (EMI) as a curricular strategy for improving the quality of higher education and internationalizing institutions of higher learning has enjoyed strong policy support in Asia. However, there is a scarcity of empirical research in Asian contexts to justify such policy support. In this presentation, I will start with a critical review of existing research on

EMI in European and Asian countries to identify the pros and cons of implementing EMI in contexts where English is a foreign language. I will then share the findings of several studies I have recently conducted on EMI in a number of Chinese universities to provide a Chinese perspective. These studies have examined teacher-student interactions in EMI classrooms, the effect of EMI on students' ability to use English for communicative purposes, and various EMI stake-holders' language ideologies, practices and management efforts. I conclude the presentation with lessons drawn from China for endeavors to implement EMI in other national contexts.

**Biodata:**

Dr Hu is an applied linguist by training and an associate professor in the English Language and Literature Academic Group. His current research covers academic discourse, bilingualism and bilingual education, home (bi)literacy practices and acquisition, language curriculum development, language learner strategies, language policy, metalinguistic awareness, and second language acquisition. His research articles have appeared in international applied linguistics research and psychology such as *International Review of Applied Linguistics in Language Teaching*; *Journal of Early Childhood Literacy*; *Journal of English for Academic Purposes*; *Journal of Multilingual and Multicultural Development*, and *Journal of Second Language Writing*.

**Plenary 8****Gender issues in language education: five key perspectives***Dr Roslyn Appleby—UTS, Australia*

Language education provides rich opportunities for studying the ways in which gender shapes our personal and professional lives. Gender studies in English language teaching are particularly interesting because many contexts in our professional field bring together in the classroom people and ideas from different cultural backgrounds. To examine issues of gender and culture in this paper, I focus on a research project that examined the gender experiences of white Western men teaching English in Japan. Selecting from a large variety of possible methods for investigating gender, I use the project as a case study for describing five key perspectives that provide insight into gender issues in a particular context of language education. These perspectives investigate: historical accounts and trends; fictional representations (in literature and film); demographic data (populations, institutions, professional organisations); educational resources (teaching materials and marketing materials); and participant experiences (spoken and written accounts). I discuss the way these key perspectives illuminate the construction of gender in English language education in Japan by placing individual experiences into a wider historical, cultural, and demographic context. From this case study, I suggest that these perspectives, while not exhaustive, can be adopted and adapted to the study of gender issues in a range of other language education contexts.

**Biodata:**

Roslyn Appleby is a senior lecturer in the School of Education at University Technology of Sydney. She has been involved in applied linguistics and language education for many years, in both the private and public education sectors. Her research interests include the politics of language, gender, and globalization; language education in international development; political discourse analysis; posthumanism and postcolonial feminist geographies. Her research has been published in a wide range of fields including gender and sexuality; teacher identity; critical applied linguistics; post-colonialism; and place-based education. Two of her books are *ELT, Gender and International Development: Myths of Progress in a Neocolonial World* and *Men and Masculinities in Global English Language*.

### **Plenary 9**

#### **Fluency practice in the four skills**

*Paul Nation, University of Wellington, New Zealand*



Fluency involves making the best use of what is already known. Fluency development is one of the four strands of a well-balanced language course. Each of the four skills of listening, speaking, reading and writing needs to have its own fluency focus.

The fluency strand only exists if certain conditions are present.

1. All of what the learners are listening to, reading, speaking or writing is largely familiar to them. That is, there is no unfamiliar language, and there are largely familiar content and discourse features.
2. There is some pressure or encouragement to perform at a faster than usual speed.
3. There is a large amount of input or output.
4. The learners' focus is on receiving or conveying meaning.

This paper describes a range of easily used fluency activities and describes what to look for when using them. Adding a fluency component to a language course is likely to bring about noticeable proficiency improvement.

#### **Biodata:**

Paul Nation is Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. Key concepts of his works are word frequency lists as guidelines to vocabulary acquisition, the learning burden of a word, the need to teach learning strategies to increase students' autonomy in vocabulary expansion, support to extensive reading of accessible texts, the usefulness of L2→ L1 tools for their clarity. Together with some other authors, his position emphasises having a balance of learning opportunities with study time devoted equally to each of: input from reading and listening, output through writing and speaking, study of grammar and vocabulary, and practice for fluency.



**Plenary 10****Gamification: Hype or Useful Teacher Tool?***Dr. Deborah Healey—University of Oregon, USA*

Most if not all of today's learners have grown up with video and computer games. They look for excitement and engagement. The fast pace of many games fits the short attention spans of the millennials, Gen Xers, and on. As a result, the concept of "gamification" - using game elements to motivate and persuade - has become popular in marketing. Gamification often shows up as "points" and "levels." For example, shopping can result in points. With a certain number of points, the shopper can get discounts or special services as he or she becomes a "super shopper." Now, gamification is moving into teaching.

Games have long been part of language teaching methods. Gamification is something else, and teachers can benefit from learning about game theory and the elements of games that may be effective in connecting to today's learners. Teachers already use many game elements; however, there are more that could be used. Very importantly, teachers can develop a way of thinking about teaching and learning that takes a gaming approach and changes potentially passive -students into active -players in the classroom environment.

This session will give an introduction to gamification, how teachers are using gamification now, and how teachers could use game elements effectively in their teaching. A website will provide links to additional resources and specific examples that teachers can use in their own classrooms.

**Biodata:**

Deborah Healey earned her Ph.D. in Computer and Education from the University of Oregon, the United State of America. She has been teaching English as a Second or Foreign Language since 1976 and using computer technology in teaching since 1984. She has published and presented extensively in the area of computer-assisted language learning. She is a co-author and primary editor of *TESOL Technology Standards: Description, Implementation, and Integration* and of *TESOL Technology Standards: Framework Document*; and she has chapters on learner autonomy and software/Internet resources for language teaching in *CALL Environments*. She has given workshops most recently in Egypt, Malaysia, Qatar, Bahrain, Colombia, Uruguay, Dominican Republic, Costa Rica, Morocco, Thailand, Palestine, and Tunisia.

**Plenary 11****Investigating the Impact of International Examinations in Local Contexts***Hanan Khalifa, Cambridge English Language Assessment*

Introducing language assessment as part of educational reform initiatives at national or institutional level is increasingly frequent with three predominant aims: increasing language learning outcomes, providing public accountability and promoting desired changes in learning and teaching practices. It is now widely understood that tests can have multi-faceted, complex effects on behaviour within the classroom (i.e. the micro context) but also beyond it more generally (i.e. the macro context) in that their introduction may result in stakeholders engaging in behaviours that were not present before the test was introduced (Alderson and Wall 1993). Given that –good examinations are not guaranteed to produce positive results and bad examinations do not necessarily produce bad ones (Wall 2004:xiv), test impact is a phenomenon of great interest to investigate but the complexity of educational systems makes it challenging to do so. Therefore, how can education providers effectively assess whether their language education reforms work as intended?

The paper outlines Cambridge English –impact by design approach to researching language test impact and discusses how it can help educational and examination providers foster the beneficial effects of introducing exams and avoid or mitigate any unintended negative consequences. The approach is based on four maxims that collectively allow for the monitoring of positive and negative impacts in new educational assessment projects; and follows mixed methods design when conducting impact research.

**Biodata:**

Hanan Khalifa earned her Ph.D in Language Testing from Reading University, UK. As *Head of Research and International Education*, she leads across divisional team of Cambridge English experts in the field of language learning, teaching and assessment on providing evidence-based decision making and transforming language education, working with ministries of education worldwide and developing strategic partnerships at a global level. Previously, Hanan served as advisor to Minister of Education, and worked for international development agencies and educational firms. Her expertise lies in language testing, educational assessment, monitoring and evaluation, standard setting, research, and institutional capacity building. Her work experience includes education reform, curriculum and syllabus design, materials development, teacher training, baseline and impact studies, internal auditing, and managing large surveys (TIMMS & PISA).

## **B. Workshops by Invited Speakers**

### **Workshop 1**

#### **Success strategies in the primary ELT classroom: 10 powerful ways to step up your students' learning outcomes**

*Herbert Puchta— Teacher Training University in Graz, Austria*



Have you ever wished your students would remember new words better and for longer? Would you like to make sure your learners were able to talk more fluently? Would you like to learn powerful strategies that help students to comprehend meaning while reading more challenging texts? Do you think your students might learn more from error correction done the fun way? Are you keen on finding out how you can get your students to listen in a more focused way – to their classmates and yourself? If your answer to any of the questions above is ‘Yes’, then this workshop is for you. It’s packed with ideas on how to make your teaching even more efficient and enjoyable for your students and yourself.

### **Workshop 2**

#### **Learner Affectivity and Learning: A Multimodal Corpus Linguistic Approach**

*Yueguo Gu, Beijing Foreign Studies University*



Learning is generally understood as a matter of cognition. Mainstream theories of learning are also formulated with cognition as its pivotal building block. As a consequence the issue of learner affectivity is not only being marginalized, but also treated negatively as something to be disposed of at all costs.

Benefiting from the latest studies on emotion (e.g., Damasio 1999, 2003), this workshop adopts the position that learner affectivity is primary, underlying the use of all cognitive resources for learning. In general, it can be said that positive affectivity motivates and reinforces cognitive learning, whereas negative affectivity demotivates and undermines cognitive learning. While upholding a distinction between occurrent emotion and long-term mood, it reports our latest empirical investigation of occurrent emotions of university students in face-to-face campus and online environments. What is somehow innovative is our multimodal corpus linguistic approach to data processing. Our empirical investigation comprises audio and video recordings of real-life classroom activities, Web-based learning activities, as well as video-based self reports of emotional states at on-hour intervals. The audio and video streams are processed in three phases, conceptual modeling, data modeling and implementation/critical evaluation. The last phase, enabled by such tools as Praat and Elan, results in a segmented and annotated multimodal corpus of affectivity of Chinese learners learning English as a foreign language.

Should a computer lab be available, workshop participants will be given a supervised hands-on analysis of audio- and video data for fun!!!

### Workshop 3

#### Assessment Literacy: Always Learning

*Hanan Khalifa, Cambridge English Languages Assessment*



Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person's responsibilities (Popham 2009). To carry out their responsibilities competently or make education-related decisions, teachers, students, parents, school and educational leaders, and policy makers need distinctive sets of assessment skills and knowledge. This workshop discusses what being assessment literate entails; then focuses on teachers and answers the question what assessment competencies do teachers need to demonstrate in the classroom?; and ends with demonstrating how assessment and teaching expertise can be best combined to promote learning.

### Workshop 4

#### Designing a questionnaire for researching EFL Teaching and Learning

*Guangwei Hu, Nanyang Technological University*



Due to its flexibility and versatility, questionnaires have been very popular in research on teaching and learning. However, it is fair to say that numerous poorly constructed questionnaires are floating around and fueling the popular belief that information collected with a questionnaire is trivial at best and misleading at worst. This workshop introduces different types of useful information that can be collected efficiently with questionnaires and presents a variety of methods that can be used to elicit information in questionnaires developed for investigating EFL teaching and learning. In particular, the workshop focuses on problems that are commonly found in poorly written questionnaire items, illustrating them with both authentic and specially constructed examples. It is hoped that this workshop will not only help participants develop an understanding of why a questionnaire works well or fails miserably but also foster their ability to develop an appropriate, informative, and effective instrument for doing research on EFL teaching and learning.

## Workshop 5

### Minimising gender bias in English language teaching: materials and activities

*Dr Roslyn Appleby, University of Technology, Sydney*



In this workshop participants will first explore the ways in which gender bias occurs in English language teaching materials and in the interactions between teachers and students in language classrooms. The workshop then introduces guidelines, developed in a range of research studies, for identifying and analysing bias in teaching materials. Participants will analyse textbook samples, focusing specifically on visual representations and dialogues used for language teaching. The workshop will then introduce a framework for observing how teachers utilise these texts in classroom practice, and how gender bias can be challenged,

countered, or minimised.

Pre-reading:

Sunderland, J. (2000). New understandings of gender and language classroom research: texts, teacher talk and student talk. *Language Teaching Research*, 4(2), 149–173.

OR

Sunderland, J. (2015). Gender (representation) in foreign-language textbooks: Avoiding pitfalls and moving on. In S. Mills & A.S. Mustapha (Eds.), *Gender Representation in Learning Materials: International Perspectives*, pp. 19–34. New York: Routledge.

## Workshop 6

### My ideal vocabulary course

*Paul Nation, University of Wellington, New Zealand*



This workshop covers the principles and activities in what I consider to be a well designed vocabulary course. It is based around the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. It attempts to reduce the role of the teacher as a teacher and gives more emphasis to the teacher's role in planning a course. This planning includes choosing the most appropriate vocabulary to focus on, and choosing and balancing effective activities. The workshop covers a range of very practical activities and the research and principles justifying them. Workshop members will need to demonstrate understanding of the four strands and

will have practice in applying the idea to their own courses.

## Workshop 7

### Technology Tools for Busy Teachers

*Deborah Healey, University of Oregon, USA*



Teachers never have enough time to create, organize, and deliver motivating lessons to their students. It's easy to keep doing the same things. While repetition can often be useful, it can also be boring for both the teacher and the students. This session will demonstrate a range of websites that make it easier for teachers to plan lessons (lesson plan sites and social bookmarking), find good content (adapted and authentic), create content, and give feedback to students. The workshop will also discuss ways that technology can be used to help motivate students by linking them with others, creating and sharing their own content, and becoming part of international projects.

Participants will have a chance to discuss in small groups how they might use the different resources in their own settings. Their comments, from notetakers in each group, will be added to the website for the presentation. Participants will be given a link to the website, which will also have a list of the resources demonstrated and related sites, and encouraged to share their finds with others.

## Workshop 8

### Writing Journal Articles workshop

*Nicky Solomon, University of Technology Sydney*



This workshop aims to help participants with their academic journal writing. The approach I take is to understand that academic journal writing is not a discrete research activity that sits outside other academic work. Rather it is a research practice involving a number of academic activities such as, reading journal articles, writing literature reviews, doing research, talking to others about one's own and others' ideas, presenting at a conference, and writing a conference paper.

The workshop also takes account of the fact that there isn't a single set of rules or processes for writing a journal article, but various disciplinary and journal differences creates article genres.

Participants are encouraged to bring to the workshop drafts of their articles and/or questions that they would like answered about academic journal articles.

## Workshop 9

### English in Developing Global Citizenship

Anita Lie- Widya Mandala Catholic University



Many learners in some regions that were once colonized by the West feel the impediment to enhance their English mastery. These learners' affective filter blocks their learning because English is often seen as the language of the imperialists or of the foreigners. The challenging task of the English teachers is to demonstrate to the learners that they can use English to explore diverse identities and cultures, respect the diversity, understand and think critically about their own place in the world, connect with other citizens of the world, and live constructively. In other words, English is a powerful means to develop global citizenship among the learners. A global citizen is aware of the wider world and has a sense of his/her own role as a world citizen, respects and values diversity, has an understanding of how the world works, is passionately committed to social justice, participates in the community at various levels, works with others toward sustainable development, and takes responsibility for his/her actions (<http://www.oxfam.org.uk/education/global-citizenship>). Values in global citizenship can be instilled and enhanced in

English classrooms through reading materials, podcasts, and video clips from around the world. This workshop will introduce participants to some of the learning materials and let participants share theirs with one another.

## Workshop 10

### Preparing EFL Teachers for Content-Based Instruction

Diane J. Tedick, University of Minnesota



This workshop is designed for teacher educators and other professionals involved in EFL teacher preparation and professional development. It will introduce participants to key concepts underlying content-based instruction (CBI) for EFL and will focus on strategies that teacher educators can use to help EFL teachers learn about and begin to implement CBI. Participants will be introduced to an extensive web-based resource center that was developed as part of a project that Tedick directed called —Content-Based Language Teaching with Technology|| or CoBaLTT. Once participants are introduced to the key components of the center during the workshop they will be able to explore them in much more depth on their own time.

Workshop activities will briefly introduce EFL teacher educators to main CoBaLTT resource center components, which include:

- the what and why underlying CBI, with an emphasis on the foundations or assumptions that underlie CBI in foreign language teaching;
- curriculum development for CBI, including the CBI lesson plan and curriculum unit framework, and basics for writing content and language objectives to guide lesson design;
- 10 key instructional strategies to support CBI:
  - building background
  - using learning phases to organize lessons (preview, focused learning, extension)
  - integrating the four modalities (speaking, listening, reading, writing)
  - using scaffolding to support learners
  - using graphic organizers as scaffolds for both content and language learning
  - contextualizing grammar instruction within engaging content
  - providing meaningful input to students'
  - maximizing student output

- giving corrective feedback
- using learning strategies; and
- performance-based approaches to classroom assessment for CBI

Several teacher development activities will be modeled during the workshop. Participants are invited to bring laptop computers to the session to actively engage with the web-based resource center.

### **Workshop 11**

#### **Assessing intercultural capabilities in languages education**

Anthony Liddicoat, University of Warwick, UK



Assessing intercultural capabilities poses a challenge for assessment. It requires assessment approaches to go beyond a focus on language knowledge and linguistic performance to consider how language learners understand the processes of meaning making and interpretation and the role of culture in these processes. This means that assessment needs to focus not only on performance but also on interpretation and reflection. This workshop will look at the issues involved in assessing intercultural capabilities in language learning. It will report on an on-going assessment focused project with teachers of foreign languages that examined how teachers assessed intercultural capabilities and reports on the issues that arise when intercultural capabilities become a focus for assessment. In particular, how we understand assessment as a part of education has a significant influence on how (and how well) we can assess intercultural capabilities.

### **Workshop 12**

#### **Reading and Writing in the Digital Age**

Deborah Healey, University of Oregon, USA)



Technology is often alternately accused of destroying literacy and saving it. Learners need not only Twitter and chat (little to read and write) but also blogs or fan sites (lots to read and write). One thing is clear – technology can be a medium for learning and for practicing. In this workshop, participants will see a variety of options for reading and writing, including tools to help teachers create material to accompany short readings, ready-made reading material at a variety of levels on current topics, student-oriented blogs and project-based learning sites, digital storytelling tools, and the like. Participants will be encouraged to describe any other digital tools that they use for reading and writing. Participants will also be asked to work in pairs or small groups to describe how they can incorporate these tools in their own classes. Interested participants can share their ideas online as well in a custom Google document that will be available to all.



## Featured Speakers

### ONLINE AUDIO RESOURCES FOR SECOND LANGUAGE LEARNING IN THE 21ST CENTURY: PREFERENCES AND MOTIVATIONS AMONG UNIVERSITY STUDENTS

*Mohd Shukri Nordin*

*Afiza Mohamad Ali*



With the advent of the internet, many online tools are increasingly available for use in enhancing language teaching and learning. It is now possible for language teachers and learners worldwide to use and engage with current topics and activities online. Web-based language learning provides new dimension in assisting instructors to successfully meet the challenge in coming up with interesting, interactive and authentic activities for learners. These can be achieved using various online resources that can cater to different learning styles of learners and among these are audio resources. Evidence shows that online audio resources such as podcast has the potential of enhancing language learning environment by making it more engaging and effective. The paper reports a quantitative study to explore the preferences and motivations of ESL (English as a Second Language) university students in using online audio resources to enhance language learning. The findings of the study are expected to shed light on the online audio resources currently used. Implications of the study will also be discussed.

#### **Biodata:**

Mohd Shukri Nordin is an assistant professor of instructional technology at the International Islamic University Malaysia and the director of technologies for the Malaysian English Language Teaching Association (MELTA). He received his doctorate degree from the School of Education, The University of Nottingham Malaysia Campus. Prior to that, he studied English language and literature, as well as instructional technology from the International Islamic University Malaysia. His interests are mainly in Instructional Design, Technology Enhanced Active Learning (TEAL) and Technology Enhanced Language Learning (TELL). He is currently the director of Centre for Teaching and Learning at the International Islamic University Malaysia

**IDENTITIES AND ENGLISH LANGUAGE EDUCATION IN ASIAN CONTEXTS)**

*Dr. Xuesong (Andy) Gao, the University of Hong Kong*



There has been growing interest in English language learners' and teachers' identities amidst dramatic cultural, educational, political and social changes in Asian contexts. English language educators, educational administrators and policy makers now have to consider increasingly complex identity issues inside and outside language classrooms when designing, promoting and implementing particular English-related policies, curricula and pedagogical approaches. Therefore, I present a series of studies to illustrate how rising voices of language learners and teachers about their identities offer valuable insights to enhance language learners' learning and teachers' professional practice. These studies examine identity-related issues in intercultural communication, multilingual education, educational changes and English language education *in situ*. They also introduce major conceptual and methodological shifts in research so that the complexity of identity can be fully explored and understood to inform the development of effective, ethical, sustainable English-related policies, curricula and pedagogical approaches.

**Biodata:**

Dr. XUESONG (ANDY) GAO is an Associate Professor in the Faculty of Education, the University of Hong Kong. His research interests are in the areas of learner autonomy, language policy and language teacher education. He is co-editor of *System: An International Journal of Educational Technology and Applied Linguistics*.

## THE TRAJECTORIES OF LANGUAGE, IDENTITY AND GLOBAL CITIZENSHIP IN THE PHILIPPINES

Valdez, De La Salle Unviersity



With the impact of globalization on local communities, language, multimodal resources and digital technologies have become important tools in the negotiation of identity and global citizenship. In the case of the Philippines, the teaching of English within the backdrop of a rich multilingual, multicultural and sociopolitical environment provides a fertile ground for investigations. This paper attempts to contextualize the notion of identity and global citizenship in relation to recent scholarship in the Philippines. This presentation begins with competing definitions of these concepts and proceeds with examining the role the English Language in the regulation, contestation and access to identity and global citizenship in specific professional, socio-political and cultural communities. As will be presented, this talk argues that while the English language is perceived to be a necessary tool for economic progress in the country which in turn creates hegemonic practices among institutions, communities use English, other languages and cultural resources to challenge these ideologies of practice. The presentation concludes with challenges and implications for teachers and researchers on the role of the English language for a more critically engaged and transformative construction of identities and citizenship in multilingual communities.

### **Biodata:**

Paulo Nino Valdes (Ph.D., the Philippines Normal University) is an Associate Professor in the Department of English and Applied Linguistics, De la Sale University, Manila, Philippines. His dissertation on the cultural dimensions of codeswitching was a finalist in the Christopher Brumfit Outstanding Dissertation Award 2008 sponsored by Cambridge University Press. His publications have appeared in the *Asia Pacific Education Researcher*, *Malaysian Journal of Learning and Instruction*, *Philippines Journal of Linguistics*.

## TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE, TEFL, AND ENGLISH TEACHERS

*Pupung Purnawarman (UPI)*



In the era that technology is inseparable from teaching and learning activities, more language teachers become enthusiastic and motivated to utilize various types of technologies in their classrooms. However, whether the use of technology in the classroom commonly practiced by language teachers is based on grounded principles of technology integration in teaching and learning remains to be seen. This paper will discuss how Technological Pedagogical Content Knowledge is viewed as critical to be possessed by language teachers. Language teachers need to know not only the subject matter they teach but also how to appropriately use relevant technologies in their teaching learning activities. Language teachers need to be well-informed of technology-related management skills in order to deliver the subject effectively to the learners and help the learners achieve the learning objectives. This paper will also share information in regards to EFL teachers' perception of TPACK and their practices of integrating technology in language learning.

### **Biodata:**

Pupung Purnawarman earned his Master's and doctoral degrees from Southern Illinois University and Virginia Polytechnic Institute and State University, USA, respectively. He has great interests in instructional design and technology-aided language teaching. He has been editors and reviewers of national and international journals and presenters in more than ten international conferences. Currently he is a member of five professional associations. His current position is Head of the English Study Program, Indonesia Education University.

## EXPLORING GLOCAL CITIZENSHIP IN ENGLISH LANGUAGE TEXTBOOKS: CRITICAL OBSERVATIONS

*Prof Harunur Rashid Khan*



With growing perceptions about the high value and transforming power of English, developing countries across South Asia have focused on the development of English language education from primary to tertiary levels. By the same token, Bangladesh is not lagging behind and has concentrated on expanding English language learning across the curriculum with an impact on materials design, pedagogy and teacher education. In this situation, it is worth investigating to what extent, our students are learning the English language keeping pace with the rapidly growing digitized global community, more precisely gaining critical awareness and a sense of global citizenship.

The current paper attempts to examine the issue of identity construction in relation to glocal (global + local) citizenship in the design of the national English textbooks of Grades 11-12. To analyze this, the researcher has used an assessment tool based on Jiménez (2008) that takes into account the different lessons in relation to a range of human issues, such as human rights, co-existence and peace, democratic responsibility and identity, plurality and diversity.

### **Biodata:**

Professor Harunur Rashid Khan is Chair of the English Department, Southeast University, Dhaka, Bangladesh. He earned his Master and Higher Diploma degrees on TESOL and Applied Linguistics from Australia and New Zealand and has enjoyed intensive ELT training in England. His publications have appeared in refereed journals and textbooks. He has presented papers in several national and international conferences. His research interest lies in classroom methodology, testing, technology-aided ELT and teachers' identity construction in globalized world. He is currently the president of BELTA and a member of AsiaTEFL, IATEFL & TESOL.

## BECOMING A GLOBAL CITIZEN THROUGH DIGITAL READING AND INTERCULTURAL TELECOLLABORATION

Hsin-chou Huang-Institute of Applied English

National Taiwan Ocean University, Keelung, Taiwan

joehuang@ntou.edu.tw



Digital technologies have taken language teaching beyond classroom walls and permitted learning across borders. In this digital era, when multiliteracies and international communication are emerging, the need to prepare L2 learners to make culturally-encoded connections between text forms and meaning has become paramount. This talk will focus on how to integrate empirical classroom practices, including digital reading and telecollaboration, into EFL curricula in order to broaden L2 learners' global perspectives. I will first demonstrate how a digital reading project encompassing multimodal forms such as video, audio, and images can help learners gain new knowledge of foreign cultures and literature. Learners in this e-reading project enhance communication strategies by sharing oral comments on digital texts. My presentation will also introduce a series of intercultural collaboration projects for L2 learners. In these projects, learners collaborate with global peers via discussion forums to complete problem-solving tasks. They also exchange topic-based cultural information through *Facebook Messenger* and *Skype*. Such authentic communication activities enrich learners' understanding of target cultures, foster genuine language usage, and expand familiarity with the world at large. I will conclude by suggesting new globalized interaction spaces where teachers can use digital technology to help prepare L2 learners for global citizenry.

### Biodata:

Hsin-chou Huang is Professor of English as a Foreign Language in the Institute of Applied English at National Taiwan Ocean University. Her research interests include computer-assisted language learning, second language reading and writing, and telecollaboration for intercultural learning. She has published on these topics in scholarly journals such as *Computer-Assisted Language Learning*, *ReCALL*, *Computers & Education*, and *Language Teaching Research*

## PROFESSIONALISM AND ENGLISH LANGUAGE TEACHING

*Dr Christine Coombe*



Being a teaching professional is not simply about having the right teaching credentials and being in good academic standing, it involves a commitment to being innovative and transformative in the classroom and helping both students and colleagues achieve their goals. A dictionary definition of professionalism reads as follows: professionalism is the conduct, aims, or qualities that characterize or mark a profession or a professional person; and it defines a profession as a calling requiring specialized knowledge and often long and intensive academic preparation (Merriam-Webster, 2013). However, according to Bowman (2013), professionalism is less a matter of what professionals actually do and more a matter of who they are as human beings. Both of these views imply that professionalism encompasses a number of different attributes, and, together, these attributes identify and define a professional.

In this presentation, the author explores the literature on professionalism from a variety of different stakeholders in the process as well as presents definitions of what it means to be a professional. Other content to be covered include the myths associated with professionalism and the challenges ELT educators face when being professional. General and field-specific strategies both from the literature and from anecdotal perspectives for improving one's professionalism will also be shared.

### **Biodata:**

Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently on the English faculty of Dubai Men's College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of *Assessment Practices* (2003, TESOL Publications); co-author, *A Practical Guide to Assessing English Language Learners* (2007, University of Michigan Press); co-editor, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, UMP); co-editor, *Language Teacher Research in the Middle East* (2007, TESOL Publications), *Leadership in English Language Teaching and Learning* (2008, UMP) *Applications of Task-based Learning in TESOL* (2010, TESOL Publications), *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press) and *Reigniting, Retooling and Retiring in English Language Teaching* (2012, University of Michigan Press). Christine's forthcoming books are on research methods in EF/SL and life skills education.

## INDONESIAN MASSIVE OPEN ONLINE COURSE: TECHNOLOGY FOR AUTONOMOUS LEARNING

*William Little and Santi B. Lestari*



Despite the wide range of already available massive open online courses (MOOCs) for English teacher professional development, those that are specifically designed to address English language teaching (ELT) context in Indonesia remain unheard of, if not non-existent. Realizing this gap as well as the tremendous potential professional development avenues for teachers through MOOCs, the Regional English Language Office (RELO) initiated the development of the first Indonesian massive open online course for English teachers. No one understands ELT context in Indonesia better than those who are directly involved in the field; therefore, 15 developers were chosen among those who have successfully and consistently shown their commitment in the area. These developers are successful alumni of various e-teacher programs offered by RELO. In the development process, they were assisted by two ELT specialists, one from the US and the other from Indonesia. Commissioned in May 2016, the IMOOC is set to be launched in January 2017 and piloted in 15 provinces soon after its launch. As the title suggests, this IMOOC is aimed at promoting the use of technology to foster autonomous learning among Indonesian students studying English. This talk will present the rationale for the selection of the theme, discuss the development process, show the highlighted features of the course, and share the lessons learnt from the pilot.

### **Biodata:**

William Little is a Regional English Language Officer (RELO) currently based in Jakarta, Indonesia. He holds master's degrees from the University of Colorado, Boulder (Sport Psychology) and the University of Texas, San Antonio (Bicultural – Bilingual Studies) and has over 20 years' experience in the ESL/EFL field both domestically and overseas. Previously, Bill was a professor at Georgetown University where he explored a variety of language teaching interests, from education technology (including video games, virtual platforms and online learning environments) to learner autonomy and social entrepreneurship.

Santi B. Lestari is an English language teacher and teacher trainer at Universitas Indonesia. She was awarded the Hornby scholarship in 2013 to pursue her master's degree in Language Testing and Assessment at the University of Warwick, the United Kingdom. Her master's dissertation was awarded special commendations at the British Council Master's Dissertation Award with Best Potential for Impact on ELT. She mainly teaches English for Academic Purposes and Academic Writing courses at Universitas Indonesia



## Presenters of Affiliates

### A case study of the on-line TESOL graduate program in Korea

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In this study we will introduce the only on-line based TESOL graduate program in Korea, which operates fully on-line throughout the nation and worldwide. This fully on-line based, two-and-a-half year, MA program in TESOL opened in 2012 and accepts 48 students every year. There are about 130 students currently enrolled in the program with the number of applicants steadily increasing. A total of 80 students have graduated. In the presentation, we will introduce the language management system of the program as well as the curriculum and student services. First, the lecture system will be shown with focus on the combination of video lectures and web-based real-time teleconferencing. Secondly, parts of the on-line evaluation system will be examined such as attendance, assignments, and mid-term and final exams. Third, the on-line interaction system will be discussed; for example, the class Q&A board, discussion board, as well as the private communication system between students and the lecturers. Fourth, the student service system will be reviewed, such as not only on-line based student advising system and students study group activities, but also off-line based weekly special lectures, colloquiums, workshops, and English proficiency development programs with English native speakers. Finally, we will also report on the results of the needs analysis of current students regarding the prospective development of the program in the fully digital world.

#### **Biodata:**

Sun-Young Lee is the vice-dean of Graduate School of TESOL at Cyber Hankuk University of Foreign Studies. She received her PhD in linguistics at the University of Hawaii and did her postdoctoral research at the University of Maryland regarding second language acquisition. She is interested in first and second language acquisition, heritage language acquisition, language processing and neurolinguistics.

### A Study on the Use of Mobile-assisted Learning for TEFL

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With the recent advanced development in the information and communication technology, the daily use of digital devices has been increasing. Mobile-assisted language learning (m-learning) has developed to maintain students' language learning with the increased use of digital devices and mobile technologies. Especially for university students in Korea, the use of ICT and smart devices has become inseparable part of their daily activities. Therefore, educators have been searching ways how to convert their enthusiastic use of smart phones into pedagogical paradigm. They have also tried to find ways how to utilize the advantageous features of the smartphone applications in order to customize the need and interest of their digital-wise university students. Thanks to the digital devices, mobile learning, or ubiquitous learning, has become a prominent part of the e-learning movement. Smartphone applications have shown great potentials for effective instructional tools because of their easy accessibility, user-friendly formats, and multi-functional features. The purpose of this study is to examine university students' learning experience of engaging in mobile learning for studying English. This study revealed that integration of the mobile application could

increase student motivation and make their learning more convenient and enjoyable than the traditional instructional methods. Participants of this study reported that important benefits of using mobile applications for their English study were accessibility, portability, flexibility, and interactivity.

**Biodata:**

Kyeong-Ouk Jeong received her B.A. in Foreign Language Education from Kyungpook National University, Korea and M.A. in Language and Literacy Education from The Pennsylvania State University, USA. She obtained her Ph.D. in English Education from Hannam University, Korea. She is currently a professor in English Education Department, Hannam University. Her main research interests include MALL, smart learning, and EFL pre-service teacher education.

**English as an International Language (EIL) in ELT textbooks: the case of Cambodia**

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It has been widely established that the global expansion of English assisted by the forces of globalisation, has challenged the monolithic view of English, its user, and its culture. The outcome of the expansion has consequently led to a shift in paradigm from TESL/EFL to TEIL, which calls for the need to instil in students, as the 21<sup>st</sup> century citizens, awareness of the plurality of English, attitudes that appreciate this plurality, and the ability to communicate across cultures. Some ELT textbooks writers have attempted to ensure that the textbooks reflect this shift. For example, as a country that has recently announced its official entry into the ASEAN and its official return to the international economic arena, the Ministry of Education, Youth, and Sport (MOEYS) of the Kingdom of Cambodia realise the importance of raising students' awareness of linguistic and cultural diversity. Thus, the MOEYS has recently published Grade 7 to Grade 9 English language textbooks that claim to allow students to –explore how different countries and culture live, learn/appreciate different cultures and different accents, and learn how to talk to people from all around the ASEAN community and the world. However, the extent to which ELT textbooks have been successful in incorporating TEIL paradigm is still a major limitation (Rose, 2017). To address this gap, this paper reports on preliminary findings of an on-going research project on the evaluation of how Cambodian ELT textbooks attempt to teach EIL. It is hoped that the project's findings and pedagogical implications will be beneficial to other teaching contexts that aim to develop EIL-informed materials.

**Biodata:**

Dr Roby Marlina is a Language Specialist at SEAMEO-RELC (Southeast Asian Ministers of Education Organization, Regional Language Centre), Singapore. Prior to joining SEAMEO-RELC, he spent 10 years as a lecturer in the program of English as an International Language (EIL) at Monash University, Melbourne, Australia. His research interests lie in Curriculum and Pedagogy of English as an International Language (World Englishes), Multicultural Education, and TESOL. He has published in international journals including *International Journal of Educational Research*, *Multilingual Education*, and *Asian EFL Journal*. He is one of the main editors of the book, *The Pedagogy of English as an International Language: Perspectives from Scholars, Teachers, and Students* (Springer International Publishing).

## **Balancing the effective development and delivery of English-medium courses**

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Increasingly throughout Asia, universities are implementing more English-medium courses, resulting in challenging expectations being placed on students, and also faculty members who are responsible for teaching content through English. This implementation of English-medium instruction can be successful if the context of the course, the interests and needs of students and teachers, and the relevancy of materials and technology are considered. In this presentation, participants will be reminded to reconsider the basics of curriculum design: needs assessment, development of appropriate goals and objectives, and professional development, all of which guide the development of curricula. Against this backdrop, participants will discuss how English-medium instruction, authentic materials, active learning, the "flipped classroom", and lecture style courses all have their place in an integrated curriculum. The challenge is striking the right balance between all of these approaches in order to provide the most relevant and effective educational experience for our learners.

### **Biodata:**

Richmond Stroupe is the current Chair of the International Language Education: TESOL Graduate Program at Soka University in Tokyo, Japan, and is currently the President of the Japan Association for Language Teaching (JALT). He has worked with university and professional language-learners from Asia since 1989, and his academic interests include curriculum development, teacher training and professional development, and enhancing learners' critical thinking skills.

## **A Pedagogical Comparison In The Teaching of Literature: The –Traditional Approach|| And The –21<sup>st</sup> Century ICT- Based Approach||.**

Aslam Khan Bin Samahs Khan  
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MELTA

21<sup>st</sup> Century pedagogical skills in English language teaching are currently the focus among English language practitioners. Numerous platforms are being used to discuss viable conceptual frameworks in innovative and effective pedagogies to ensure a successful classroom endeavour in English language teaching. Therefore, innovations and best practices have frequently been a subject of common interest among classroom practitioners in trying to find the right formula and the right factor. The digital era has also provide added avenues among practitioners in finding new strategies in teaching the language, so as to move away from the traditional method to a more ICT-based approach. This shift provides practitioners with more options in re-structuring their approaches, methodologies, strategies and techniques to enhance effectiveness in teaching and learning. This presentation aims to share some pedagogical comparison and some practical and contextualised concepts pertaining to classroom practices in teaching literature in accordance to the notion of 21<sup>st</sup> Century education. Based on the rapid development in educational tools, resources and technologies and more advanced methods of training, teaching literature would embark on a different approach yet ensuring a successful learning of the language. Other pertinent issues related to the teaching of literature in context will also be discussed with the hope of finding common grounds in enhancing contextualized ICT-based literature teaching and learning in the English language classroom.

**Biodata:**

Aslam Khan Bin Samahs Khan obtained his academic and professional qualifications in Malaysia and the United Kingdom. He was a Senior Lecturer, Master Trainer and Consultant in the English Studies Department and Head of the International and Corporate Department at the Institute of Teacher Education, International Languages Campus (IPGKBA), Kuala Lumpur, Malaysia. He has vast experience in planning, implementing, coordinating and managing national and international Teacher Education and Professional Training programmes. He also does consultation work for governmental and corporate organizations. He was the Vice-Chair and Coordinator of the Malaysian Technical Cooperation Programme (MTCP) for 15 years, a Government to Government programme for the training of teachers, lecturers and educators from more than ninety countries. He was the Project Manager of the Malaysia Australia Education Project for Afghanistan (MAEPA), a project to train Master Trainers in Teacher Education from Afghanistan from 2008 till 2013 under the Malaysian Government in collaboration with Australia and Afghanistan. He has been an invited featured speaker at various national and international ELT and education conferences. Currently, he is the Executive Vice Chairman of ERICAN Education Group and he is also the Vice-President of MELTA (Malaysian English Language Teaching Association).

**ACE the IELTS through blended learning platforms**

Aaron Kelly CamTESOL  
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During IELTS preparation classes learners tend to be nervous and apprehensive about the pending examination. Combine this with 4.5 hours-per-week of instruction and learners can often enter the exam feeling unprepared. By incorporating a blended learning platform into the curriculum the learners can maximise their study time and can use these platforms to "take charge of their own learning" in their own pursuit to becoming autonomous language learners.

Maintaining learner engagement can also be difficult on an online platform but by using varying activities and tasks, online platforms can become innovative and exciting and allow learners to collaborate and share knowledge and resources to achieve higher band scores.

By incorporating a mixture of face-to-face and distance learning, the learners are able to practice all of the skills that are tested in the IELTS test and be better able to reflect on their own learning, and analyse the learning of their peers through the use of group discussion and peer-correction online. This workshop will discuss the uses and the advantages of incorporating online learning platforms into IELTS courses.

**Biodata:**

Aaron Christopher KELLY works as the GEP and Diploma Lead Teacher at the Australian Centre for Education (ACE) in Phnom Penh, Cambodia. He holds a master's degree in TESOL and a bachelor's in English Language and TESOL. His professional interests include learner autonomy across cultures, continuing professional development through observation and reflection, and blended learning.

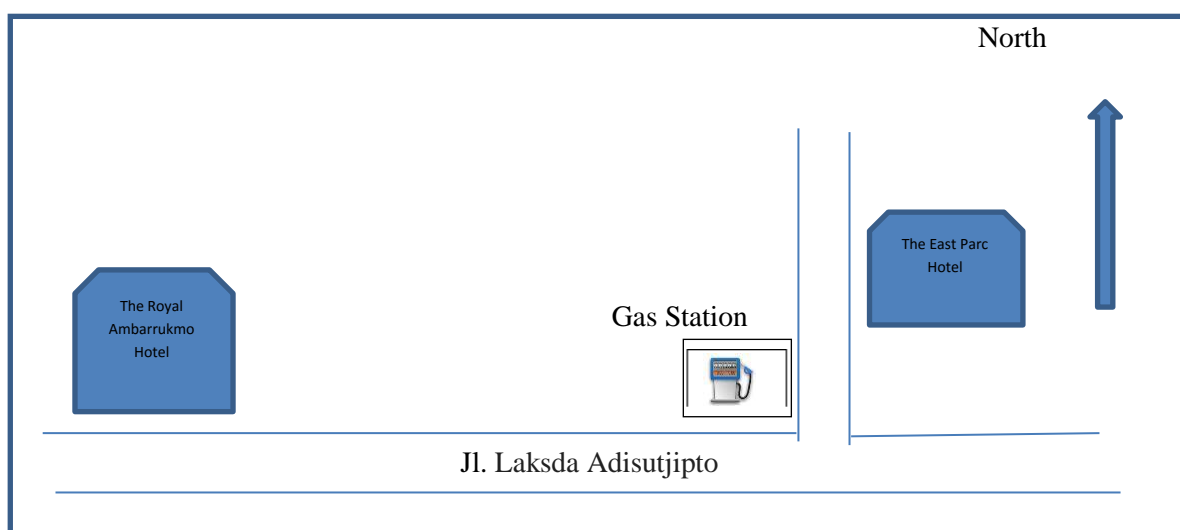
## Important Points to Remember when Reading the conference schedule

The schedule has been constructed to ensure that the conference runs as it is planned. To refresh your mind, from the theme *“ELT in Asia in the Digital Era: Global Citizenship and Identity”* have been derived the following four subthemes:

1. English Language Teaching and Learning Developments – What Do They Mean in Different Contexts with Different Paradigms?
2. Exploring the Relationship between the Knowledge-based Era and TEFL Development;
3. Exploring and Understanding Today’s Demands for Foreign Languages: Going Beyond English Language Competencies.
4. Transforming TEFL in the Fully Digital World.

Following these subthemes, parallel papers have been grouped into four: (1) the papers for Subtheme 1, (2) the papers for subtheme 2, (3) the papers for subtheme 3, and (4) the papers for subtheme 4. This is further translated into codes. The code goes as follows: the first number represents the subtheme to which the paper is related and the other three digit number refers to the number of paper in the related subtheme. The code 2/035, for example, means that the paper belongs to subtheme 2 and is number 035.

Due to the big number of papers to be presented in parallel sessions, the arrangement of presentations is as follows. Papers belonging to subthemes 1 and 3 are scheduled to be presented in the Royal Ambarrukmo Hotel, which is the main venue, whereas those belonging to subtheme 2 and 4 in the Eastparc Hotel. The two hotels are 1,200 meters away from each other. In this connection, subtheme 3 and 4 presenters/participants can take the conference to bus or walk; it is within a walking distance. (Look at the map below). They have to go just before lunch because for them lunch is provided at the Eastparc Hotel.



# CONFERENCE PROGRAMS

**DAY -2**  
Tuesday, 11 July 2017

<b>06.00 - 21.00</b>	- Arrivals of: (1) Invited Speakers, (2) Featured speakers, and (3) ASIA TEFL EC/ AB Members at Adisutjipto Airport (Arrangement of Airport-Hotel Transportation) - Checking conference rooms and equipment
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**DAY -1**  
Wednesday, 12 July 2017

<b>07.00 - 11.00</b>	Half Day City Tour for Asia TEFL EC/AB members, Invited Speakers, Featured Speakers	Press Conference at Main Hall of YSU Rectorate	
<b>11.00 - 12.00</b>			
<b>12.00 - 13.00</b>			
<b>14.00 – 17.00</b>	TEFLIN Board Meeting at the R.3.11 Postgraduate Building		
<b>14.00 – 17.30</b>	Asia TEFL EC/AB Meeting at Karaton Ballroom 2 Royal Ambarrukmo Hotel	Pre-conference workshop 1 at the Main Hall of YSU Rectorate Speaker: <i>Deborah Healey</i> Title: <i>Creating Rubrics for Assessing Writing and Speaking</i> Chair: <i>Ella Wulandari</i>	Pre-conference workshop 2 at Seminar Room Faculty of Languages and Arts, YSU Speaker: <i>Paul Nation</i> Title: <i>What are the Most Effective Changes a Teacher Could Make to a Language Course?</i> Chair: <i>Suhaini M. Saleh</i>
<b>18.00 – 19.00</b>	Welcome dinner preparation		
<b>19.00 - 21.00</b>	<b>Welcome dinner</b> Invitees: Asia TEFL EC/AB members, TEFLIN Board members, invited speakers, featured speakers, YSU dignitaries, OC leaders Host: <b>UTS Insearch</b> at Karaton Ballroom 2, Royal Ambarrukmo Hotel		

<b>D - Day</b>	
<b>07.00 – 07.30</b>	<b>Registration</b>
<b>07.30 – 09.00</b>	<b>Opening Ceremony</b>
<b>09.00 – 10.00</b>	<b>Keynote speech</b>
<b>10.00 – 10.15</b>	<b>Coffee Break</b>
<b>10.15 – 11.15</b>	<b>Plenary Session 1</b> <b>Herbert Puchta</b> <b>Chair: Fuad Abdul Hamied</b> <b>Venue: Kasultanan, RAH</b>
<b>11.15 – 12.15</b>	<b>Plenary Session 2</b> <b>Anita Lie</b> <b>Chair: Ganakumaran Subramaniam</b> <b>Venue: Kasultanan Ballroom, RAH</b>
	<b>Plenary Session 3</b> <b>Yueguo Gu</b> <b>Chair: Didi Sukyadi</b> <b>Venue: Karaton Ballroom, RAH</b>
<b>12.15 - 13.15</b>	<b>LUNCH BREAK &amp; BOOK EXHIBITION</b>
<b>13.15 – 14.45</b>	<b>Colloqium, Featured Speakers, Affiliates &amp; Parallel Presentations 1</b>



<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>13.15 – 14.45</b>	<b>2044 Colloquium: Language teacher Education in Asia</b> Suwarsih Madya (INA), Masaki Oda (JPN), Quah Seok Hoon (MAL), Pragasit Sitthitikul (THAI), and Le Van Canh (VIET)	<b>Featured Speakers 1 – 2</b> 1 Pupung Purnawarman 2 Mohd. Shukri Nordin	<b>Parallel papers 1011, 1012, 1014</b> 1011 Indiana Ayu Alwasilah 1012 St. Asriati. AM 1014 Puji Astuti Amalia	<b>Parallel papers 1288, 1013, 1015</b> 1288 Laurentia Sumarni 1013 Lulu Laela Amalia 1015 Amaluddin, Salasiah A, & Muhammad Yunus
	<i>Chair: Willy A. Renandya</i> <i>Venue: Kasultanan 1, RAH</i>	Chair: Issy Yuliasri Venue: Kasultanan 2, RAH	Chair: Sofyan A. Gani Karaton 1, RAH, RAH	Chair: Sumarsih Karaton 2, RAH, RAH
	<b>Parallel papers 1016, 1071, 1044</b> 1016 Dewi C. Ambarwati 1017 Rengganis Siwi A. 1044 Itje Chodidjah  Chair: M. Zaim Pemandangan 1, RAH	<b>Parallel papers 2008, 2025, 2009</b> 2008 Alin Alviani Ganis, Dyah Sunggingwati, & Desy Rasmawaty 2025 Le Thi Tuyet Hanh 2009 Wuryani Hartanto  Chair: Regina Petronella Pemandangan 2, RAH	<b>Parallel papers 2001, 2002, 2013</b> 2001 Afrianto 2002 Siti Aisyiyah 2013 Nurun Hidayati, Sumardi & Sri S.  Chair: Irfan Rifai Pemandangan 3, RAH	<b>Parallel papers 2005, 2006, 2052</b> 2005 C I Wayan Eka B 2006 Bui Nguyen Khanh 2052 Susilo  Chair: Lis Amien Lestari Pemandangan 4, RAH
<b>Parallel papers 1001, 1203, 1002</b> 1001 Amirullah Abduh, & Rosmaladewi 1203 Abdul Rasheed P. 1002 Ayu A. S. Abdullah  Chair: Harumi Manik Trajumas 1, RAH	<b>Parallel papers 1003, 1087, 1004</b> 1003 Nuryansyah Adijaya 1087 Adrianti Hasruddin, Siti Hadijah, & Nurlina 1004 Ahmad Affandi  Chair: Dewi Rochsantiningsih Trajumas 2, RAH	<b>Workshops 1099 &amp; PP 2003</b> 1099 Philip Horne (60') 2003 Anh Thi Mai Dinh (30')  Chair: Hiroyuki Obari Srimanganti, RAH	<b>Parallel papers 1165, 1326, 1330</b> 1165 Tri Rahmiyati Marsoeki 1326 Rustiani Widiasih 1330 Clay Hunter Williams  Chair: Fan Gabriel Fang Kasultanan 3, RAH	

<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>13.15-14.45</b>	<b>Parallel papers 1005, 1006, 1315</b>  1005 Atalya Agustin 1006 Yousef Bani Ahmad 1315 Sitti Aisyah Vandy & Rahmi  Chair: Mauly Halwat Hikmat Pasewakan 1, RAH	<b>Parallel papers 1007, 1009, 1305</b>  1007 Muhammad Taufiq al Makmun & Ardianna Nuraeni 1009 Jocelyn L. Alimondo 1305 Suwandi  Chair: Dwi Anggani L. Bharati Pasewakan 2, RAH	<b>Parallel papers 4005, 4006, 4007</b>  4005 Rika Andayani 4006 Diyah Iis Andriani 4007 Arifuddin, I Made Sujana, & Kamaludin  Chair: Surya Sili Carnation, EP	<b>Parallel papers 3001, 3002, 3003</b>  3001 Helena I.R. Agustien 3002 Lia Agustina 3003 Noor Q. Agustina & F Mukhtarudidn  Chair: Aslam Khan Bin S. Khan Dahlia, EP
	<b>Parallel papers 4157, 4011, 4012</b>  4157 Ni Made Ayu W. & Made Budiarsa 4011 Khin Khin Aye 4012 FX Risang Baskara  Chair: Chairil A. Korompot Daisy, EP	<b>Parallel papers 4008, 4009, 4010</b>  4008 Atiqah Nurul Asri 4009 Gusti Astika 4010: Rani Yuni Astiti  Chair: NL Nyoman Seri Malini Heliconia, EP	<b>Parallel papers 4021, 4061, 4023</b>  4021 Dewi Agus Damayanti 4061: Maria Asumpta D K 4023: Finita Dewi  Chair: Nur Hayati Hibiscus, EP	<b>Parallel papers 3006,3007,3017</b>  3006 Rizky Amelia 3007 Dyan Ayu Andawi 3017 Siana Linda Bonafix & Christine Manara  Chair: Bambang Widi Pratolo Iris, EP
	<b>Parallel papers 4015, 4017, 4164</b> 4015 Desi Tri Cahyaningati & Lies Amien Lestari 4017 Chua Pei Chen 4164 Yee B Choo, Kee Li Li, Norul Rafidah bte Redzuan, & Syamsina Zahurin bte Shamsuddin  Chair: Yazid Basthomi Lotus, EP	<b>Parallel papers 3009-3011</b>  3009 Andy & Lasim Muzammil 3010 Lavinia D W Araminta 3011 Triubaida Maya Ardianti  Chair: Ali Satri Efendi Bin Niman Orchid, EP	<b>Parallel papers 4018 – 4020</b>  4018 Dyah S. Ciptaningrum 4019 Neil Henry Clark & Septina Nur Iswanti 4020: David Dalsky  Chair: Utami Widiati Sunflower	<b>Parallel papers 4002 – 4004</b>  4002 David S Aditya 4003 Tribekti Maryanto Agustinus & Nur Rini 4004 Ismail Anas & Andi Musdariah  Chair: Cayandrawati Sutiono Tulip, EP

14.45 – 16.15	Parallel Presentations 2			
<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>	<b>Parallel papers 1045, 1046, 1149</b>  1045 Prarthana Coffin 1046 Melodie Lorie Cook 1149 Jooseung Lee & Kilryoung Lee  Chair: Luz Ismail Karaton 1, RAH, RAH	<b>Parallel papers 1047–1 049</b>  1047 Matthew Coomber 1048 Xuanjun Cui (P) 1049 Siti m. Damio & Nurul N. Rosli  Chair: Budi Kadaryanto Karaton 2, RAH, RAH	<b>Parallel papers 2018, 2020, 2037</b>  2018 Mossa Sohana Khatun 2020 Claudia Kunschak 2037 Hiroyuki Obari  Chair: Donald Juppy Pemandangan 1, RAH	<b>Parallel papers 2010 – 2012</b>  2010 Khairunnisa Hatta 2011 Agnes Herawati 2012 Budi H. & Didi Dukiyadi  Chair: Erna Andriyanti Pemandangan 2, RAH
14.45 – 16.15	<b>Parallel papers 1335, 1223, 1244</b>  1335 Kyeong-ok Yoon & Jeong Won Lee 1223 Natalia Prochiantc 1244 Irfan Rifai & Salim Nabhan  Chair: Yousef Bani Achmad Pemandangan 3, RAH	<b>Parallel papers 2004, 2015, 2016</b>  2004 Siti Nurul Azkiyah 2015 Ria Jubhari, Sitti Sahraeni, Karmila Mokoginta, March Buana, Andi Riswan M. 2016 Steve Jugovic  Chair: Sari Hidayati Pemandangan 4, RAH	<b>Parallel papers 1031, 1272, 1033</b>  1031 Siti Hardiyanti Bahnar 1272 Mi Jeong Song 1033 Peter Beech  Chair: Suwandi Trajumas 1, RAH	<b>Parallel papers 1279, 1018, 1035</b>  1279 Nunik Sugesti 1018 Dwi Anggani L. Bharati 1035 Fitriyana Borneo, Muhammad Mursalim, & Kukuh Ichsanulkarim  Chair: Muchlas Suseno Trajumas 2, RAH
	<b>Parallel papers 1028 – 1030</b>  1028 Antony Atkinson 1029 Mutiara Ayu, Chuzaimah D. D., Machdalena V. 1030 Nurfie Rahmadani A.  Chair: Eko Rujito Srimanganti, RAH	<b>Parallel papers 1019, 1021, 1336</b>  1019 Takumi Aoyama 1021 Arbain 1336 Yuyun Yulia  Chair: Yosa A. Alzuhdy Kasultanan 1, RAH	<b>Parallel papers 1022, 1026, 1024</b>  1022 Puthut A. & Maryam S. 1026 Aridah 1024 Dini Noor A. & Rosyi A. L.  Chair: Wachyu Sundayana Kasultanan 2, RAH	<b>Parallel papers 1121, 1026, 1027</b>  1121 Ariyana S. J., Saprina Bt Nurdin, Syakia D. M. 1026 Sheilla N. Asmaruddin 1027 Puji Astuti  Chair: Suharno Kasultanan 3, RAH

<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>14.45-16.15</b>	<b>Parallel papers 1037, 1038, 1180</b>  1037 Cherie Brown & Erina Brown 1038 Kartika Marta Budiana 1180 Zohreh Nafissi & Elahe Mirzakhania  Chair: Nur Arifah Drajati Pasewakan 1, RAH	<b>Parallel papers 1039, 1040, 1042</b>  1039 Asep Budiman 1040 Nguyen Bui 1042 Philip Chappell  Chair: Anderson Hindarto Pasewakan 2, RAH	<b>Poster Presentation 1036, 1100, 4038</b>  1036 Neil Briggs (P) 1100 Ivy Haoyin Hsieh & Yvonne Jia-Tung Kuo (P) 4038 Jason Gold (P)  Kencana, RAH	<b>Parallel papers 3012, 3014, 3142</b>  3012 Safnil Arsyad 3014 Nurul Atma, Wa Ode Fatmawati 3142 Fitri Wijayanti  Chair: Bashira Putranti Dahlia, EP
	<b>Parallel papers 4037, 4075, 4040</b>  4037 Daniel Ginting 4075 Sri Lestari 4040 Christoph Hafner  Chair: Tri Sugiarto Daisy, EP	<b>Parallel papers 4149, 4033, 4034</b>  4149 Tran N. T. Dung & Le Thi Nhu Quynh 4033 Rizki Farani 4034 Ika Fitriani & Pusfika R  Chair: Paulus Kurnianta Heliconia, EP	<b>Parallel Papers 3019, 3103, 3108</b>  3019 Xun Yu Chai 3103 Novi Rahayu Restuningrum 3108 Hairus Salikin  Chair: Fr. Endang L Hibiscus, EP	<b>Parallel papers 4030 – 4032</b>  4030 Astry Fajria 4031 Diah Fakhmawati 4032: A Hamzah Fansury  Chair: Niken Anggraini Carnation, EP
	<b>Parallel papers 4039-4044</b>  4039 M. Sofian Hadi & Aria Septi A. 4041 Sisilia Setiawati Halimi 4044 Winda Hapsari & Idwan Deshira  Chair: Emi Nurrokhaini Lotus, EP	<b>Parallel papers 3016, 3023, 3026</b>  3016 Ali Satri Efendi Bin Niman 3023 Natalia Christiani & Mohammad Adnan Latief 3026 Perwi Darmajanti  Chair: Andy Bayu Nugroho Orchid, EP	<b>Parallel papers 4043, 4045, 4046</b>  4043 Astri Hapsari & Muhammad Mukhlas 4045: Rudi Hartono 4046: Siti Yulidhar Harunasari  Chair: Nandy Intan K Sunflower, EP	<b>Parallel papers 4028, 4062, 4079</b>  4028 Nafisah Endahati 4062 Yuna Kadarisman 4079 Sarlita Matra  Chair: Titik Sudartinah Tulip, EP

16:15 – 16:30	Coffee Break			
<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>16.30 – 18.00</b>	<b>Parallel Presentation 3</b>		<b>TEFLIN Business Meeting</b> <b>Venue: RAH (Kasultanan 2)</b>	
	<b>Parallel papers 1319, 1025, 1131</b>  1319 Sri wahyuni 1025 Luh Putu Artini 1131 Shinhye Kim  Chair: Puthut Ardiyanto Pemandengan 3, RAH	<b>Parallel papers 2024, 2026, 2027</b>  2024 Ratna Kusumawardhani, Dias A. S., & Maria Y. 2026 Thao Le 2027 Brian Tse-hung Lin  Chair: Dwiyani Pratiwi Pemandengan 4, RAH	<b>Parallel papers 1065, 1067, 1092</b>  1065 Ekawati M Dukut 1067 Fahriany & Nur'aeni 1092 Dwi Fita Heriyawati  Chair: Nury Supriyanti Trajumas 1, RAH	<b>Parallel papers 1068 – 1070</b>  1068 Faisal 1069 Fan (Gabriel) Fang 1070 Farikah  Chair: Devi Hermasari Trajumas 2, RAH

<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>16.30-18.00</b>	<b>Parallel papers 1061, 1264, 1063</b>  1061 Santri E. P. Djahimo 1264 Ani Setyaningsih 1063 Syarifuddin Dollah & Amirullah Abduh  Chair: Eko Rujito DA Srimanganti, RAH	<b>Parallel papers 1050 – 1052</b>  1050 Endang Darsih 1051 Lich Duy Dau 1052 Rebecca David & Radha Selvarajah  Chair: Melodie Lorie Cook Kasultanan 1, RAH	<b>Parallel papers 1053, 1055, 1057</b>  1053 Christina Abigail D'cruz 1055 Debra B Devi & Mogana Dhamotharan 1057 Radeni S Indra Dewi  Chair: Anita Triastuti Ruang Cermin, RAH	<b>Parallel papers 1056, 1058, 1303</b>  1056 Ni Luh Putu E. S. Dewi 1058 Tracy Dignan 1303 Sri Susanti, Rita Inderawati, & Margaretha D. S.  Chair: Nunik Sugesti Kasultanan 3, RAH
	<b>Parallel papers 1071– 1073</b>  1071: Ani Fiani 1072: Hilda Hio Fong Fok 1073: Theresia Hilda K Gani  Chair: Nila Kurniasari Pasewakan 1, RAH	<b>Parallel papers 1075, 1148, 1076</b>  1075 Goutam Ghosal 1148 Earlyn G. L. & David Wijaya 1076 Uli A Gultom  Chair: Sukarno Pasewakan 2, RAH	<b>Parallel papers 4056, 4013, 4113</b>  4056 Irmawati 4013 Bui Thi Cao Nguyen 4113 Fitria Rahmawati  Chair: Tri Wahyuni Floriasti Carnation, EP	<b>Parallel papers 3027, 3028, 3030</b>  3027 Fatmawati 3028 Nur Alviyanti Fauzi 3030 Yishan Gao & Yi Zhang  Chair: Rasman Dahlia, EP
	<b>Parallel papers 4066 – 4068</b>  4067 Ninit Krisdyawati & Evidoyanti 4068 Dana Yudha Kristiawan & Sandi Ferdiansyah 4066 Larisa Krainik & Yulia Polshina  Chair: Agus Widyantoro Daisy, EP	<b>Parallel papers 4063 – 4065</b>  4063 Elanneri Karani & Vienna Yokapatra 4064 Aslam Khan Bin Samahs Khan (MELTA) 4065 Heyoung Kim  Chair: Winda Hapsari Heliconia, EP	<b>Parallel papers 4074, 7076, 4042</b>  4074 Ika Wahyuni Lestari 4076 Effendi Limbong 4042 Sitti Hamidah, Istanti Hermagustiana, & Dyah Sunggingwati  Chair: Siwi Karmadi Hibiscus, EP	<b>Parallel papers 3038, 3040, 3042</b>  3038 Lilik Handayani 3040 Sri Fatmaning Hartatik 3042 Retno Hendryanti, Florita D.S, Ima Normalia K  Chair: Safnil Arsyad Iris, EP

<b>DAY 1</b> <b>/Thursday,</b> <b>13 July</b> <b>2017</b>  <b>16.30-18.00</b>	<b>Parallel papers 4069, 7070, 4153</b>  4069 Nia Kurniawati, Elis H. Maolida, & Gilang Mustika 4070 Siti Kustini 4153 Surya Subrahmanyam Vellanki  Chair: Lusi Nurhayati Lotus, EP	<b>Parallel papers 3047, 3048, 3066</b>  3047 Lulus Irawati 3048 Naushin Nazifa Islam 3066 Young Shik Lee & Byunghwa Kim-Hoffman  Chair: Siti Mukminatun Orchid, EP	<b>Parallel papers 4071-4073</b>  4071 Heokseung Kwon 4072 Sun Young Lee 4073 Wan Lei  Chair: Hairus Salikin Sunflower, EP	<b>Parallel papers 4047, 4054, 4108</b>  4047 Haryati 4054 Ridha Ilma 4108 I Nyoman Adi Jaya Putra  Chair: Suhaini M Saleh Tulip, EP
	<b>Transfer to YSU Auditorium</b>			
<b>18.00 – 19.00</b>	<b>Diner at YSU Auditorium</b>			
<b>19.00 – 21.00</b>	<b>Diner at YSU Auditorium</b>			

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>RAH:</b> <b>07.15 – 08.45</b>  <b>EP:</b> <b>07.15 - 08.15</b>	<b>Workshops and Parallel Presentation 4</b>			
	<b>Workshop 2 &amp; PP 1086</b>  Yueguo Gu (60') Chair: Marina Rassokha  1086 Ignatius Harjanto (30')  Chair: Laurentia Sumarni Karaton Ballroom, RAH	<b>Parallel papers 1095 - 1097</b>  1095 Anderson Hidarto & David Wijaya 1096 Sari Hidayati, Ashadi, Siti Mukminatun 1097 Mauly Halwat Hikmat, Aryati Prasetyarini & Titis S  Chair: Sumarsih Pemandangan 1, RAH	<b>Parallel papers 1020, 1101, 1294</b>  1020 Nissa Aprilia 1101 Hui-Tzu Hsu 1294 Kiwan Sung  Chair: M. Zaim Pemandangan 2, RAH	<b>Parallel papers 2031, 2032, 2034</b>  2031 Lina Mukhopadhyay 2032 Musdalifah 2034 Dewi Novita  Chair: Chuzaimah Dahlan Diem Pemandangan 3, RAH

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>RAH:</b> <b>07.15 – 08.45</b>  <b>EP:</b> <b>07.15 - 08.15</b>	<b>Parallel papers 2035, 2038, 2039</b>  2035 Yulia Nugrahini 2038 Jannes Freddy Pardede 2039 Rio Laksamana Prastya  Chair: Nenden Sri Lengkanawati Pemandangan 4, RAH	<b>Parallel papers 1081 - 1083</b>  1081 Nurul Hamida & Sri Wahyuningsih Sulaiman 1082 Dongkeun Han 1083 Andri Handayani  Chair: Dewi Rochsantiningsih Trajumas 1, RAH	<b>Parallel papers 1084, 1085, 1088</b>  1084 Ruli Hapsari 1085 Monica Ella Harendita 1088 Nur Hayati, Furaidah, & Utami Widiati  Chair: Mauliy Halwat Hikmat Trajumas 2, RAH	<b>Parallel papers 1078, 1080,</b> <b>1312</b>  1078 M Arif Rahman Hakim & Mohamad Jafre Zainol Abidin 1080 Erny Selfina Nggala Hambandima 1312 Golda J Tulung  Chair: Harumi Manik Srimanganti, RAH
	<b>Workshop 1 &amp; PP 1210</b> Herbert Puchta (60 Mins)  Parallel Paper (30 Mins) 1210 Eun Sung Park  Chair: Isabel Martin Kasultanan Ballroom, RAH	<b>Parallel papers 1089, 1090, 1091</b>  1089 Yifan He 1090 Sandra Healy, Yasushi Tsubota & Yumiko Kudo 1091 Devi Hellystia  Chair: Dwi Anggani L. Bharati Pasewakan 1, RAH	<b>Parallel papers 1066, 1093, 1094</b>  1066 Yulia Nur Ekawati 1093 Istanti Hermagustiana & Elvira Siahaan 1094 Dwi Ima Herminingsih & Rosanita Tritrias Utami  Chair: Sofyan A. Gani Pasewakan 2, RAH	<b>Parallel papers 3074 , 3076,</b> <b>3146</b>  3074 Ima Masofa & Hariyono 3076 Kahoko Matsumoto 3146 Nugrahenny T Zacharias  Chair: Eko Purwanti Sunflower, EP
	<b>Parallel papers 3035, 3110</b>  3035 Akihiko Haisa 3110 Soyol – Erdene Sanja & Ankhzaya Batsuuri  Chair: Jamilah Carnation, EP	<b>Parallel papers 3034, 3025</b>  3034 Michael Guest 3025 Anna Marietta da Silva, Sri Hapsari, Christiany Suwartono  Chair: Ista Maharsi Dahlia, EP	<b>Workshop 4104</b>  4104 Maria Tamarina Prawati & Budi Tiara Novitasari (60')  Chair: Anita Triastuti Daisy, EP	<b>Parallel papers 3044 - 3045</b>  3044 Chris Hunter 3045 Haryati Ibrahim & Abdullah Mohd Nawi  Chair: Siti Sudartini Heliconia, EP



<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>RAH:</b> <b>07.15 – 08.45</b>  <b>EP:</b> <b>07.15 - 08.15</b>	<b>Parallel papers 3049, 3068</b>  3049 Arina Isti'anah 3068 Agatha Lisa  Chair: Fr. Endang L Hibiscus, EP	<b>Parallel papers 3055, 3086</b>  3055 Novita Julhijah 3086 Dyah Ayu Nugraheni  Chair: Chairil Anwar Korompot Iris, EP	<b>Parallel papers 3022, 3060</b>  3022 Yoonhee Choe 3060 Yoko Kobayashi & Eiko Ujitani  Chair: Cherie Brown Lotus, EP	<b>Parallel papers 3077 - 3078</b>  3077 Xiaoli Miao 3078 Moedjito  Chair: Christine Manara Tulip, EP
	<b>Workshop 3050</b>  3050 Septina Nur Iswanti & Roger W. Palmer (60')  Chair: Ni Luh Nyoman Seri Malini Orchid, EP	/	/	/
<b>08.45 – 09.45</b>	<b>Plenary 4: Anthony J. Liddicoat</b> Chair: Susan Holzman <i>Kasultanan Ballroom, RAH</i>			
	<b>Plenary 5: Nicky Solomon</b> Chair: Sisilia Setiawati Halimi <i>Karaton Ballroom, RAH</i>			
<b>09.45 – 10.00</b>	<b>Coffee break</b>			

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>	<b>Plenary 6: Diane Tedick</b> Chair: Ali Saukah <i>Kasultanan Ballroom, RAH</i>
	<b>Plenary 7: Guangwei Hu</b> Chair: Jihyeon Jeon <i>Karaton Ballroom, RAH</i>
<b>10.00 – 11.00</b>	<b>Plenary 8: Roslyn Appleby</b> Chair: Arifa Rahman <i>Kasultanan Ballroom, RAH</i>
	<b>Plenary 9: Paul Nation</b> Chair: Ravinder Gargesh <i>Karaton Ballroom, RAH</i>
<b>11.00 – 12.00</b>	
<b>12.00 - 13.00</b>	<b>LUNCH BREAK</b>

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>13.00 – 14.30</b>	<b>Symposium, Featured Speakers and Parallel Presentation 5</b>			
	<b>Featured Speakers 07 – 08</b>  7 William Little & Santi B. Lestari 8 Christine Coombe  Chair: Joko Nurkamto Karaton 1, RAH	<b>Parallel papers 1269 - 1271</b>  1269 Setiana Sri W. Sitepu 1270 Tatiana Skopintseva 1271 Nur Kartika Soffiany  Chair: Mahendran Maniam Karaton 2, RAH	<b>Parallel papers 1119, 1120, 1147</b>  1119 Miftah Nur Jannah & Kuni Hikmah Hidayati 1120 Jungmi Ji & Kiwan Sung 1147 Am mang Latifa, Rafi' ah Nur, & Amaluddin  Chair: Surya Sili Pemandangan 1, RAH	<b>Parallel papers 2040 - 2042</b>  2040 Nastiti Primadyastuti 2041 Dyan Puspitasari & Sukasih Ratna W. 2042 Nurrahma Sutisna Putri  Chair: Rachmat Nurcahyo Pemandangan 2, RAH
	<b>Parallel papers 1236, 1237, 1284</b>  1236 Marina Rassokha 1237 Ummi Rasyidah 1284 Sukarno  Chair: Sri Endang Kusmaryati Pemandangan 3, RAH	<b>Parallel papers 2014, 2043, 2045</b>  2014 Junya Hirano 2043 Debora Tri Ragawanti 2045 Muhammad Dhika A R  Chair: Dyah S. Ciptaningrum Pemandangan 4, RAH	<b>Parallel papers 1106 - 1108</b>  1106 Erna Iftanti 1107 Miftahul Ilmi & Lanny Hidajat 1108 David Imamyartha & Gunadi H Sulisty  Chair: Issy Yuliasri Trajumas 1, RAH	<b>Parallel papers 1109 - 1111</b>  1109 Bimali Indrarathne 1110 Irawansyah 1111 Iskhak & Rudi Hartono  Chair: Lis Amien Lestari Trajumas 2, RAH
	<b>Parallel papers 1103 - 1105</b>  1103 Humaira 1104 Nurul Hunafa 1105 Bui Phu Hung  Chair: Andri Handayani Srimanganti, RAH	<b>Parallel papers 1293, 1295, 1296</b>  1293 Sunengsih 1295 Dyah Sunggingwati & Desi Rusmawaty 1296 Yustien Supartinah  Chair: Agus Widyantoro Kasultanan 1, RAH	<b>Featured Speakers 03 – 04</b>  3 Hsin-chou Huang 4 Xuesong (ANDY) Gao  Chair: Basikin Kasultanan 2, RAH	<b>Featured Speakers 05 – 06</b>  5 Paolo Nino Valdez 6 Harunur R. Khan  Chair: Itje Chodidjah Kasultanan 3, RAH

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>13.00 – 14.30</b>	<b>Parallel papers 1112 - 1114</b>  1112 Md Shaiful Islam 1113 Ida Isnawati 1114 Istiqamah  Chair: Regina Petronella Pasewakan 1, RAH	<b>Parallel papers 1115, 1116, 1118</b>  1115 Yuseva A. Iswandari & Elizabet Afreilyanti 1116 Weningtyas P. Iswari & Noor Rachmawaty 1118 Jamilah  Chair: Cayandrawati Sutiono Pasewakan 2, RAH	<b>3037 Symposium</b>  Moderator: Masaki Oda Speakers: 1. Fuad Abdul Hamied 2. Paul McBride 3. Susan Holzman  Jade, EP	<b>Parallel papers 4086 - 4088</b>  4086 Ananda Astrini Muhammad 4087 Afifah Muharikah 4088 Lusy T. Muharlisiani, Anang K. Adisusilo, & Siti Azizah  Chair: Wachyu Sundayana Carnation, EP
	<b>Parallel papers 4080 - 4082</b>  4080 Joshua Matthews 4081 Finlay McCall 4082 Fika Megawati  Chair: Ari Purnawan Dahlia, EP	<b>Parallel papers 4014, 4057, 4095</b>  4014 Bui Y Nhi 4057 Gumawang Jati & Erik Yuda Pratama 4095 Stefanie Nike Nurtjahyo  Chair: Eko Rujito DA Daisy, EP	<b>Parallel papers 4089-4091</b>  4089 Syamsiarna Nappu 4090 Oktavia R. Nawangwulan 4091 Adrian Ng  Chair: Suharno Heliconia, EP	<b>Parallel papers 4100 - 4102</b>  4100 Siwon Park, Ruriko Tsuji, & Megumi Sugita 4101 Dewanti Ratna Pertiwi 4102 Priska Pramastiwi  Chair: Larisa Krainik Hibiscus, EP
	<b>Parallel Papers 3024, 3051, 3075</b>  3024 Anna Marietta da Silva 3051 Luluk Iswati 3075 Masulah  Chair: Umi Rokhyati Iris, EP	<b>Parallel papers 4093, 4094, 4170</b>  4093 Tri Nuraniwati 4094 Nurizah binti Md Ngadiran, & Nor Azizah binti Alias 4170 Muhammad Mujtaba Mitra Zuana  Chair: Suwandi Lotus, EP	<b>Parallel papers 3058, 3061, 3095</b>  3058 Olga Khotskina 3061 Diah Kristina, Alfian Y Prananta, Hanifan Fuadi 3095 Bambang Widi Pratolo  Chair: Yazid Basthomi Orchid, EP	<b>Parallel papers 4111, 4098, 4099</b>  4111 Puji Sri Rahayu & Sitti Sahraeny 4098 Peñafrancia V. Olayon & Margarita F. Fajardo 4099 Lanoke I. Paradita & Rina  Chair: Muchlas Suseno Sunflower, EP

<p><b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b></p> <p><b>13.00 – 14.30</b></p>	<p><b>Parallel papers 4083 - 4085</b></p> <p>4083 Diah R Meisani 4084 Boniesta Z. Melani 4085 Ruruh Mindari &amp; MJ Kriesye Srimulyaningsih</p> <p>Chair: Yosa A. Alzuhdy Tulip, EP</p>			
<p><b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b></p> <p><b>14.30 -16.00</b></p>	<b>Parallel Presentation 6</b>			
<p><b>Parallel papers 1161, 1285, 1286</b></p> <p>1161 Mahendran Maniam 1285 Gusti N A Sukerti 1286 Endang Sulistianingsih</p> <p>Chair: Richmond Stroupe Karaton 1, RAH, RAH</p>	<p><b>Workshop 1241 &amp; Parallel Papers 1184</b></p> <p>1241 Willy A. Renandya (60') 1184 Thi Dao Ngan (30')</p> <p>Chair: Helena I.R. Agustien Karaton 2, RAH, RAH</p>	<p><b>Parallel papers 1198, 1310, 1311</b></p> <p>1198 Lusi Nurhayati &amp; Ella Wulandari 1310 Teresa Thiel 1311 Arilia Triyoga</p> <p>Chair: Neil H Clark Pemandengan 1, RAH</p>	<p><b>Parallel papers 2033, 2046, 2047</b></p> <p>2033 Adriadi Novawan 2046 Rugaiyah 2047 Adzanil Prima Septy</p> <p>Chair: Yuseva A Iswandari Pemandengan 2, RAH</p>	
<p><b>Parallel papers 1060, 1287, 1289</b></p> <p>1060 B. Yuniar Diyanti 1287 Gunadi H Sulisty &amp; Suharyadi 1289 Didik Rinan Sumekto</p> <p>Chair: Natsuko Suezawa Pemandengan 3, RAH</p>	<p><b>Parallel papers 1298, 1307, 1308</b></p> <p>1298 Nanik Supriyani 1307 Syawal; Patahuddin; Alimuddin 1308 Firima Zona Tanjung</p> <p>Chair: Ni Made Ayu W Pemandengan 4, RAH</p>	<p><b>Parallel papers 1135 - 1137</b></p> <p>1135 Chairil Anwar Korompot 1136 Fauzy Rahman Kosasih 1137 Asami Kubota</p> <p>Chair: Jennifer Monje Trajumas 1, RAH</p>	<p><b>Parallel papers 1138 - 1140</b></p> <p>1138 Esti Kurniasih &amp; Ririn Pusparini 1139 Diah Kurniati 1140 Nia Kurniawati Gunawan &amp; Hepy Sri Rahayu</p> <p>Chair: Pupung Purnawarman Trajumas 2, RAH</p>	

<b>DAY 2</b> <b>/Friday,</b> <b>14 July</b> <b>2017</b>  <b>14.30 -16.00</b>	<b>Parallel papers 1132 - 1134</b>  1132 Elisabeth Klepp 1133 Jeremy Koay 1134 Ikuo Koike  Chair: Bashira Putranti Srimanganti, RAH	<b>Parallel papers 1054, 1123, 1126</b>  1054 Makiko Deguchi & Margaret Kim 1123 Abdul Kamaruddin 1126 Teguh Khaerudin  Chair: Finita Dewi Kasultanan 1, RAH	<b>Parallel papers 1122, 1124, 1125</b>  1122 Budi Kadaryanto & Tyas H. Febiani 1124 Clara Herlina Karjo Ph.D. & Dr. Rita Djohan 1125 Aaron C. Kelly & Thanin Yous  Chair: Luz Ismail Kasultanan 2, RAH	<b>Parallel papers 1129, 1130, 1268</b>  1129 Hae Ri Kim & Yoomin Kim 1130 Misty Kim & Eun Gyeong Kim 1268 Fenty L Siregar & Thuy Ngoc Dinh  Chair: Adnan Zaid Kasultanan 3, RAH
	<b>Parallel papers 1141, 1142, 1144</b>  1141 Sri Endang Kusmaryati & Yek Amin Azis 1142 Brandon H Kusuma & David Wijaya 1144 Fitria Kusumaningsih, Chuzaimah D. D. & Soni Mirizon  Chair: Andy Bayu Nugroho Pasewakan 1, RAH	<b>Parallel papers 1077, 1102, 1143</b>  1077 Haerazi 1102 Russell P Hubert 1143 Widya Ratna K.  Chair: Erna Andriyanti Pasewakan 2, RAH	<b>Parallel papers 4114 - 4116</b>  4114 Rizky Sulvika P. Rinda, & Maria Theodora Ping 4115 Agus Riyanto 4116 Desi Rochmawati  Chair: Hariyanto Subiyantoro Carnation, EP	<b>Parallel papers 4106, 4107, 4138</b>  4106 Nia Pujiawati 4107 Areta Puspa 4138 Andrew Stokes  Chair: Jooseung Lee Dahlia, EP
	<b>Parallel papers 3069, 4120, 4160</b>  3069 Liu Tingting & Zhou Xianli 4120 Rizka Safriyani 4160 Wahyu K. Wienanda  Chair: Sudiyono Daisy, EP	<b>Parallel papers 4117 - 4119</b>  4117 Rojab Siti Rodliyah 4118 Umi Rokhyati & Hadiyan M Hariz 4119 John Rucynski & Caleb Prichard  Chair: Richard J Stockton Heliconia, EP	<b>Parallel papers 4001, 4128, 4129</b>  4001 Salasiah A & Nurdevi Bte Abdul 4128 Dongkwang Shin, Yuah V Chon, Shinwoong Lee & Myongsu Park 4129 Elvira S & Istanti H  Chair: Eko Rujito DA Hibiscus, EP	<b>Parallel papers 3059, 3072, 3073</b>  3059 Youngwoo Kim 3072 Andriyani Marentek 3073 Tiarna Marpaung  Chair: Novi Restuningrum Iris, EP

<b>DAY 2</b> <b>/Friday,</b> <b>14 July 2017</b>  <b>14.30 -16.00</b>	<b>Workshop 4111 &amp; Parallel paper 4045</b>  4111 Puji Sri Rahayu, Sitti Sahraeny (60') 4045 Fatma Indratama & Nur Arifah Drajadi (30')  Chair: Ika Sulis Setianingsih Jade, EP	<b>Parallel papers 4122 - 4124</b>  4122 Marcos Annaguey Sanchez 4123 Yohana Ika H S 4124 Criscentia Jessica Setiadi  Chair: Kyeong-ouk Jeong Lotus, EP	<b>Parallel papers 4103, 4105, 4097</b>  4103 Gatot Prasetyo 4105 Yuli Susanti Prihastuti 4097 Ikmi Nur Oktavianti  Chair: Billy Melvin Sakul Orchid, EP	<b>Parallel papers 4125 - 4127</b>  4125 Ai Setialis 4126 Iwan Setiawan 4127 R. Chusnu Yuli Setyo  Chair: Sari Hidayati Sunflower, EP
	<b>Workshop 4051 &amp; Parallel paper 4112</b>  4051 Linda Herron (60') 4112 Jasmine Rahman (30')  Chair: Andrew Stokes Tulip, EP			
<b>16:00 – 16:15</b>	<b>Coffee Break</b>			

<b>DAY 2</b> <b>/Friday,</b> <b>14 July 2017</b>  <b>16.15 – 17.45</b>	<b>Parallel Presentation 7</b>		<b>Asia TEFL AGM</b> <b>Venue: RAH (Kasultanan 2)</b>	
	<b>Parallel papers 1117, 1166, 1167</b>  1117 Chiaki Iwai 1166 Ardi Marwan 1167 Masyhur  Chair: Ali Mustadi Karaton 1, RAH	<b>Parallel papers 1171, 1173, 1174</b>  1171 Jennifer Monje 1173 Muamaroh 1174 Muhaimin  Chair: M Taufiq Almakmun Karaton 2, RAH	<b>Parallel papers 1010, 1222, 1239</b>  1010 Mitsue Allen Tamai & Katsuhisa Honda 1222 Joko Priyana 1239 Naziha Ali Raza  Chair: Helena I.R. Agustien Pemandangan 1, RAH	<b>Parallel papers 1175, 1176, 1231</b>  1175 Maria V. Ika Mulatsih 1176 Murniati 1231 Bruce Quealy  Chair: Afrianto Pemandangan 2, RAH
	<b>Parallel papers 2049 - 2051</b>  2049 Richmond Stroupe (JALT) 2050 Natsuko Suezawa 2051 Supardi  Chair: Fenty L. Siregar Pemandangan 3, RAH	<b>Parallel papers 2017, 2053, 2054</b>  2017 Rubina Khan 2053 Anita Triastuti 2054 Waewalee Waewchimplee  Chair: Erina Brown Pemandangan 4, RAH	<b>Parallel papers 1152, 1155, 1156</b>  1152 Nihta Liando & Ray Sahetapy 1155 Lia Annisa M., Hery Yufrizal, Cucu Sutarsyah 1156 Murni Mahmud, Sahril  Chair: Samsul Maarif Trajumas 1, RAH	<b>Parallel papers 1158, 1160, 1262</b>  1158 Masfa Maiza 1160 Khadijah Maming, Ika Y Ziska 1262 Ni Luh Nyoman S. Malini  Chair: Nila Kurniasari Trajumas 2, RAH
	<b>Parallel papers 1151, 1199, 1218</b>  1151 Fr. Endang L. 1199 Nina Amalia N, Enny Irawati & Sri Rachmajanti 1218 Yanuar Dwi Prastyo  Chair: Siti Sudartini Srimanganti, RAH	<b>Parallel papers 1321, 1324, 1342</b>  1321 Lichan Wang, Yi Zhang, & Yishan Gao 1324 Muh Basri Wello, Sahril, & Astuti Azis 1342 Nanang Zubaidi  Chair: Kasultanan 1, RAH	<b>Parallel papers 1079, 1145, 1261</b>  1079 Abdul Halim 1145 Laksmy Ady K, 1261 Mansye Sekewael & Meiti Leatemia  Chair: Tri Wahyuni Floriasti Ruang Cermin, RAH	<b>Parallel papers 1150, 1200, 1340</b>  1150 Fergina Lengkoan 1200 Vina Nurviyani, Halimah, Agung Ginanjar Anjaniputra 1340 M. Zaim & Mukhaiyar  Chair: Setyadi Setyopranata Kasultanan 3, RAH



<b>DAY 2</b> <b>/Friday,</b> <b>14 July 2017</b>  <b>16.15 – 17.45</b>	<b>Parallel papers 1157, 1159, 1163</b>  1157 Siti Mahripah, & Suciati 1159 Fayyaz Haider Malik 1163 AAI Ngurah Marhaeni  Chair: Rasman Pasewakan 1, RAH	<b>Parallel papers 1162, 1164, 1177</b>  1162 Margana 1164 Roby Marlina 1177 Musdalifah  Chair: Chairil Anwar Korompot Pasewakan 2, RAH	<b>Parallel papers 3114, 3041, 3106</b>  3114 Ali Saukah 3041 Hendriwanto 3106 Michi Ann Saki  Chair: B B Dwijatmoko Carnation, EP	<b>Parallel papers 4131 - 4133</b>  4131 Masda S Simatupang, Melania Wiannastiti, & Ramot Peter 4132 Junaity S. Sine 4133 Fidelia Esther M. Sipaun  Chair: Philip Chapel Dahlia, EP
	<b>Parallel papers 4143, 4144, 4146</b>  4143 Sumardi 4144 Citra Suryanovika 4146 Eva Fitriani Syarifah  Chair: Antonio Graceffo Daisy, EP	<b>Parallel papers 4140 - 4142</b>  4140 Hariyanto Subiyantoro 4141 Sudiran 4142 Dwi Sloria Suharti & Syefriani Darnis  Chair: Flora Debora Heliconia, EP	<b>Parallel paper 4151, 4152, 4160</b>  4151 Agnes Siwi P Tyas 4152 Rosanita Tritias Utami & Dwi Ima Herminingsih 4160 Wahyu K Wienanda  Chair: Michael Guest Hibiscus, EP	<b>Parallel papers 3081, 3083, 3085</b>  3081 Siti Muniroh 3083 Lilla Musyahda 3085 Takayuki Nakanishi  Chair: Gusti Astika Iris, EP
	<b>Parallel papers 4092, 4147, 4148</b>  4092 Yuri Nishio 4147 Isry Laila Syathroh & Nai Supartini 4148 Suhartini Syukri & Sitti Nurfaidah  Chair: M Gidion Maru Lotus, EP	<b>Parallel papers 3036, 3087, 3096</b>  3036 Radiah Hamid & Andi Asri Jumiatty 3087 Nur Endah Nugraheni 3096 Rima Y. Prayitno & Anita Lie  Chair: Gumawang Jati Orchid, EP	<b>Parallel papers 4022, 4024, 4150</b>  4022 Angga T Dayu, Raudhatul Haura & Hidayatullah 4024 Do Thi Mai Thanh & Van Thi Thanh Binh 4150 Novita Eka Tristiana  Chair: Siti Kustini Sunflower, EP	<b>Parallel papers 4134 - 4136</b>  4134 Siyaswati 4135 Nina Sofiana 4136 Soviyah  Chair: Agnes Herawati Tulip, EP

<p><b>DAY 2</b> <b>/Friday,</b> <b>14 July 2017</b></p> <p><b>16.15 – 17.45</b></p>	<p><b>Parallel papers 4048, 4058, 4060</b></p> <p>4048 Yuyun Hendrety 4058 Kyeong-ouk Jeong 4060 Hanna Juliaty</p> <p>Chair: Nenden S Lengkanawati Jade, EP</p>			
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<p><b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b></p> <p><b>07.30 – 08.30</b></p>	<p><b>Plenary 10</b> <b>Deborah Healey</b> Chair: Pupung Purnawarman <i>Venue: Kasultanan 2, RAH</i></p>
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<p><b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b></p> <p><b>Karaton 1 &amp; 2:</b> <b>09.00-10.00</b></p> <p><b>The Rest:</b> <b>08.30 – 10.00</b></p>	<b>Workshops and Parallel Papers 8</b>			
<p><b>Workshop 6</b></p> <p>Paul Nation Chair: Setyadi Setyapranata</p> <p>Karaton 1, RAH</p>	<p><b>Workshop 12</b></p> <p>Deborah Healey Chai: Diah Krstina</p> <p>Karaton 2, RAH</p>	<p><b>Workshop 1064 &amp; PP 1172</b></p> <p>1064 Cynthia Yolanda Doss (60') Chair: Nenden S Lengkanawati 1172 Young-in Moon (30')</p> <p>Kasultanan 1, RAH</p>	<p><b>Workshop 4 &amp; PP 1169</b></p> <p>Guangwei Hu (60') Chair: Dewi Rochsantiningih</p> <p>1169 David James Melhuish (30')</p> <p>Kasultanan 2, RAH</p>	

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>RAH:</b>  <b>Karaton 1 &amp; 2:</b> <b>09.00-10.00</b>  <b>The Rest:</b> <b>08.30 – 10.00</b>  <b>EP:</b> <b>09.00 - 10.00</b>	<b>Parallel papers 2055, 2056</b>  2055 I Ketut Warta 2056 Yapi Henri Wongkar  Chair: Issy Yuliasri Pemandangan 3, RAH	<b>Parallel papers 2057, 2058, 2059</b>  2057 Ella Wulandari & Lusi Nurhayati 2058 Anik Nunuk Wulyani 2059 Harumi Manik Ayu Yamin  Chair: Lis Amien Lestari Pemandangan 4, RAH	<b>Parallel papers 1182, 1183, 1185</b>  1182 I Made Netra & I Ketut Wandia 1183 Ngadiso 1185 Thanh Thi Ngo & Pham Thi To Loan  Chair: Andy Bayu Nugroho Trajumas 1, RAH	<b>Parallel papers 1187 – 1189</b>  1187 Nigo Yoshihiro 1188 Khairun Nisa 1189 Putu Kerti Nitiasih & Ni Wayan Surya Mahayanti  Chair: Mauly Halwat Hikmat Trajumas 2, RAH
	<b>Parallel papers 1178, 1179, 1181</b>  1178 Ahmad Bukhori Muslim 1179 Ali Mustadi, Enny Zubaidah, & H.B. Sumardi 1181 Sivabala Naidu  Chair: Harumi Manik Venue: Srimanganti, RAH	<b>Workshop 5 &amp; PP 1170</b>  Roslyn Appleby Chair: Sisilia Setiawati Halimi  1170 Alfi Hidayatu Miqawati  Kasultanan 3, RAH	<b>Workshop 1043 &amp; PP 1255</b>  1043 Itje Chodidjah (60') Chair: Sofyan A. Gani  1255 Sahraini (30')  Venue: Pasewakan 2, RAH	<b>Parallel papers 1193, 1191, 1194</b>  1193 Rafi'ah Nur 1191 David Norton 1194 Kunto Nurcahyoko  Chair: Dwi Anggani L. Bharati Venue: Pasewakan 1, RAH
	<b>Poster Presentation</b>  1100 Ivy Haoyin Hsieh & Yvonne Jia-Tung Kuo (P)  Pemandangan 1	<b>Parallel papers 4036, 4165</b>  4036 Flora Debora Floris & Willy A. Renandya 4165 Reiko Yoshihara  Chair: Nur Hayati Jade, EP	<b>Parallel papers 3089, 3090</b>  3089 Serliah Nur & Aryana Nurul Qarimah 3090 Rachmat Nurcahyo  Chair: Sumarsih Carnation, EP	<b>Parallel papers 3097, 3198</b>  3097 Diana Purwaningrum 3198 Rima Purwitasari & Afiani Astuti  Chair: Erna Andriyanti Dahlia, EP

	<p><b>Parallel papers 3063, 3092</b></p> <p>3063 Nila Kurniasari 3092 Truly Almendo Pasaribu</p> <p>Chair: M. Zaim Venue: Daisy, EP</p>	<p><b>Parallel papers 3093, 3094</b></p> <p>3093 Raga Driyan Pratama 3094 Dwiyani Pratiwi</p> <p>Chair: Chuzaimah Dahlan Diem Heliconia, EP</p>	<p><b>Parallel papers 4096, 4169</b></p> <p>4096 Yasuko Okada, Takafumi Sawaumi, &amp; Takehiko Ito 4169 Hasan Zainnuri</p> <p>Chair: Sugirin Hibiscus, EP</p>	<p><b>Parallel papers 3135, 3037</b></p> <p>3135 Didik Tri Wahyudi 3037 Erly Wahyuni &amp; Shobah Sabilil Mutaqim</p> <p>Chair: Maiko De Guci Iris, EP</p>
	<p><b>Parallel papers 4161, 4162</b></p> <p>4161 Puteri Sekar Wijaya &amp; Sukardi Weda 4162 Kalina Wong</p> <p>Chair: Ni Luh Nyoman Seri Malini Lotus, EP</p>	<p><b>Parallel papers 3104, 3105</b></p> <p>3104 Cinthia Reswari 3105 Karwan Mustafa Saeed</p> <p>Chair: Wachyu Sundayana Orchid, EP</p>	<p><b>Parallel papers 4166, 4167</b></p> <p>4166 Wan Yuliyanti, Ratna Sari &amp; Agustian Noor 4167 Yusnita binti Md Yunus &amp; Amelia binti Abdullah</p> <p>Chair: Chairil Anwar Korompot Sunflower, EP</p>	<p><b>Parallel papers 3100, 3101</b></p> <p>3100 Arifa Rahman 3101 Ruwaida Abu Rass</p> <p>Chair: Suwandi Tulip, EP</p>
<b>10.00 – 10.15</b>	<b>Coffee break</b>			
<b>10.15 – 11.15</b>	<b>Workshops and Parallel Presentation 9</b>			

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>10.15 – 11.15</b>	<b>Parallel papers 1290, 1291</b>  1290 Akihiko Sumida 1291 Yuqing Sun  Chair: Richard J Stotcton Venue: Karaton 1, RAH	<b>Parallel papers 2060, 2061</b>  2060 Anita Yusianti 2061 Adnan Zaid  Chair: Regina Petronella Venue: Karaton 2, RAH	<b>Parallel papers 1301, 1209</b>  1301 Arik Susanti & Anis Trisusana 1209 Mae-Ran Park  Chair: Yousef Bani Achmad Venue: Pemandangan 1, RAH	<b>Parallel papers 1238, 1239</b>  1238 Ni Made Ratminingsih 1239 Aulia Nisa Khusnia  Chair: Brandon H Kusuma Venue: Pemandangan 2, RAH
	<b>Parallel papers 1314, 1154</b>  1314 Lanjar Utami & Joko Nurkamto 1154 Sang Ayu Isnu Maharani  Chair : Sarah Peterson Venue: Pemandangan 3, RAH	<b>Parallel papers 1313, 1186</b>  1313 Atsuko Ueda & Sachiyo Nomura 1186 Dan Tam Nguyen  Chair: David Dalsky Venue: Pemandangan 4, RAH	<b>Parallel papers 1195, 1196</b>  1195 Sitti Nurfaidah & Nenden Sri Lengkanawati 1196 Nurfitriah  Chair: Sarah Peterson Venue: Trajumas 1, RAH	<b>Parallel papers 1197, 1198</b>  1197 Riza Nurhana 1198 Pham Thi Ngoc Thanh  Chair: Dyah S. Ciptaningrum Venue: Trajumas 2, RAH
	<b>Workshop 9</b> Anita Lie  Chair: Muchlas Suseno Venue: Kasultanan 1, RAH	<b>Workshop 10</b> Diane Tedick  Chair: Mohd. Shukri Nordin Venue: Kasultanan 2, RAH	<b>Workshop 11</b> Anthony J. Liddicoat  Chair: Mira Namsrai Venue: Kasultanan 3, RAH	

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>10.15 – 11.15</b>	<b>Parallel papers 3052, 3122</b>  3052 Mark James 3122 Ied Veda Sitepu  Chair: Bashira Putranti Carnation, EP	<b>Parallel papers 3064, 3134</b>  3064 Siwi Karmadi Kurniasih, Lusi Nurhayati, B. Yuniar Diyanti 3134 Van Thi Hong Vu  Chair: Luz Ismail Dahlia, EP	<b>Parallel papers 3124, 3127</b>  3124 Sudiyono 3127 Lisa Suhayati  Chair: Sandra healy Daisy, EP	<b>Parallel papers 3013, 3126</b>  3013 Dwi Anggara Asianti 3126 Suharno  Chair: Furaidah Heliconia, EP	
	<b>Parallel papers 3131, 3132</b>  3131 Riko Umeki, Koki Irifune, Noboru Kanashige 3132 Aries Utomo  Chair: Yulia Nugrahini Hibiscus, EP	<b>Parallel papers 3117, 3118</b>  3117 Jodeen M. Shiek 3118 Arina Shofiya  Chair: Nur Arifah Drajadi Jade, EP	<b>Parallel papers 3128, 3130</b>  3128 Suryanto 3130 Aung Si Thu  Chair: Anderson Hidarto Lotus, EP	<b>Parallel papers 3116, 3119</b>  3116 Endang Setyaningsih 3119 Rentauli M Silalahi  Chair: Finita Dewi Orchid, EP	
	<b>Parallel papers 3067, 3004</b>  3067 Dana Lingley 3004 Noriko Akiho-Toyoda & Janika Southwick  Chair: David Wijaya Sunflower, EP	<b>Parallel papers 3120, 3121</b>  3120 Nurmala Elmin Simbolon 3121 Srifani Simbuka  Chair: Nandy Intan Kurnia Tulip, EP	<b>Parallel papers 4154, 4155</b>  4154 Ning Wang 4155 Subur L Wardoyo  Chair: Cayandrawati Sutiono Iris, EP		
<b>11.15 – 12.15</b>	<b>Parallel Presentation 10</b>				

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>11.15 – 12.15</b>	<b>Parallel papers 1297, 1299</b>  1297 Nurhandayani Supraptiningsih 1299 Nury Supriyanti  Chair: M Gidion Maru Karaton 1, RAH	<b>Parallel papers 1234, 1292</b>  1234 Yenny Rahmawati, Neneng Sunengsih, Rina Hidayati 1292 Sunarmi  Chair: Titi Rochayati Karaton 2, RAH	<b>Parallel papers 1224, 1300</b>  1224 Widyastuti Purbani 1300 Satyawati Surya  Chair: Finlay McCall Pemandangan 1, RAH	<b>Parallel papers 1226, 1228</b>  1226 Eko Purwanti 1228 Evi Puspitasari  Chair: Adrian Ng Pemandangan 2, RAH
	<b>Parallel papers 1229, 2230</b>  1229 Daisy Rizqi Putri & Nurul Yusnita 2230 Marisca Revani Putri  Chair: Siwon Park Venue: Pemandangan 3, RAH	<b>Parallel papers 1232, 1233</b>  1232 Endang Mastuti Rahayu, Dyah Rochawati, Wahyu Bandjarjani 1233 Amin Rahman  Chair: Aaron Kelly Venue: Pemandangan 4, RAH	<b>Parallel papers 1211, 1212</b>  1211 Firman Parlindungan 1212 Sarah Paterson  Chair: Santi B. Lestari Venue: Trajumas 1, RAH	<b>Parallel papers 1213, 1216</b>  1213 Shannon Pella 1216 Maria Teodora Ping, Syamdianita & Chris Asanti  Chair: Sahraini Venue: Trajumas 2, RAH
	<b>Parallel papers 1207, 1208</b>  1207 Tabita Rauli Panjaitan & Lanny Hidayat 1208 Joo-Kyung Park & Kyung Ah Kim  Chair: David Imam Yarta Srimanganti, RAH	<b>Parallel papers 1201, 1217</b>  1201 Gemma O'Donoghue 1217 Nykoll Pinilla-Portino  Chair: Paolo Nino F. Kasultanan 1, RAH	<b>Parallel papers 1202, 1204</b>  1202 Masitoh Oktavia 1204 Ni Nyoman Padmadewi  Chair: Sri Rejeki M. Kasultanan 2, RAH	<b>Parallel papers 1205, 1206</b>  1205 Roger Palmer 1206 Selvi Panggua  Chair: Yosefa A. Iswandari Kasultanan 3, RAH

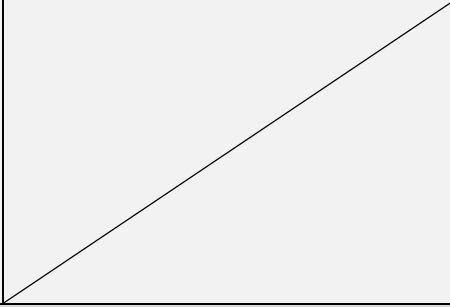
<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>11.15 – 12.15</b>	<b>Parallel papers 1219, 1220</b>  1219 Arum Priadi 1220 Sya'baningrum Prihartini & Novita Puspahaty  Chair: Nurmala E Simbolon Pasewakan I, RAH	<b>Parallel Papers 3088, 3199</b>  3088 Dwi Yulianto Nugroho 3199 Sri Rachmajanti & Mirjam Anugerahwati  Chair: Risa R Simanjuntak Iris, EP	<b>Parallel papers 3143, 3144</b>  3143 Suciana Wijirahayu 3144 Yuri Jody Yujobo  Chair: Elizabeth Klapp Carnation, EP	<b>Parallel papers 3140, 3141</b> 3140 Rebekka Urip Wattimena & Christine Manara 3141 Utami Widiati, Nur Hayati, & Nunung Suryati  Chair: Clara Herlina Karjo Dahlia, EP	
	<b>Parallel papers 3147, 3046</b>  3147 Chunyan Zou 3046 Wipsar Siwi Dona Ikasari  Chair: Asami Kubota Daisy, EP	<b>Parallel papers 3008, 3145</b>  3008 Erna Andriyanti 3145 Mateus Yumarnamto  Chair: Fauzi Rahman Kosasih Heliconia, EP	<b>Parallel papers 3133, 3071</b>  3133 Yohana Veniranda 3071 Vivianne Yu-Lien Lo & Sasha Pei-Ju Chen  Chair: Janes F Pardede Hibiscus, EP	<b>Workshop 7</b>  Deborah Healey  Chair: Gumawang Jati Jade, EP	
	<b>Parallel papers 3091, 3139</b>  3091 Wan Hurani Osman 3139 Pearl Wattanakul  Chair: Rahmat Nur Cahyo Lotus, EP	<b>Parallel papers 3136, 3138</b>  3136 Dewi Sari Wahyuni 3138 Kevin M. Watson  Chair: Margaret Kim Orchid, EP	<b>Parallel papers 3053, 3043</b>  3053 Jihyeon Jeon & Hyoshin Lee 3047 Maria Hidayati, Hasti Rahmaningtyas & Yazid Basthomi  Chair: Helena I.R. Agustien Sunflower	<b>Parallel papers 3080, 3084</b>  3080 Nur Mukminatien 3084 Zohreh Nafissi & Negar Salmassi  Chair: Trinidad Hernandez Tulip, EP	
<b>12.15 – 13.15</b>	<b>LUNCH BREAK</b>				
<b>13.15 – 14.45</b>	<b>Parallel Presentation 11</b>				



<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>13.15 – 14.45</b>	<b>Parallel papers 1127, 1316, 1098</b>  1127 Nur Kholidah & Nashriati Saini 1316 Vita Vendityaningtyas 1098 Nani Hizriani & Puji Sri Rahayu  Chair: Yohana Ika HS Karaton 1, RAH	<b>Parallel papers 1062, 1221, 1266</b>  1062 Ahyadi Djameluddin, Mawar, Juniati 1221 Betty D. Primus & Betty Adantus Papar 1266 Janette Malata Silva  Chair: Joshua Matthews Karaton 2, RAH	<b>Parallel papers 1273, 1333, 1265</b>  1273 I Gusti Ayu Gde Sosiowati & Ni Wayan Sukarini 1333 Yosuke Yanase 1265 Eunsook Shim  Chair: Fayyaz H Malik Pemandangan 1, RAH	<b>Parallel papers 1274, 1275, 1276</b>  1274 Nur Rizky Alfiany Suaeb & Citra Prasiska P Tohamba 1275 Sucipto 1276 Sudarsono, Lies Amien Lestari, Luh Mas Ariyati  Chair: Jeniffer D. Monje Pemandangan 2, RAH
	<b>Parallel papers 1277, 1278, 1034</b>  1277 Saki Suemori 1278 Lingga Agustina Suganda & Zuraida 1034 Sektonir Oscarini Wati Bhakti  Chair: Siti Sudartini Pemandangan 3, RAH	<b>Parallel papers 1281, 1282, 1283</b>  1281 Pipit Prihartanti Suharto 1282 Bibit Suhatmady 1283 Iis Sujarwati  Chair: Yohanes Nugroho Widiyanto Pemandangan 4, RAH	<b>Parallel papers 1252, 1253</b>  1252 Titi Rochayati 1253 Adi Sasongko Romadhon & Deinara Laitsya Amani 1254 Ahmad Ali Sahiouni  Chair: Adnan Zaid Trajumas 1, RAH	<b>Parallel papers 1256, 1257, 1258</b>  1256 Chihiro Sampei, Honoka Sase, Yasushi Igaki, Yuki Inoue & Mahiro Koizumi 1257 Rustan Santaria & Rusdiana Junaid 1258 Erwin Rahayu Saputra  Chair: Xioli Miao Trajumas 2, RAH
	<b>Parallel papers 1249, 1250, 1251</b>  1249 Dwi Riyanti 1250 Mudi Riyanti 1251 Dewi Rochsantiningsih & Rea Aisha Champa  Chair: Nina Wexler Venue: Srimanganti, RAH	<b>Parallel papers 1214, 1240, 1146</b>  1214 Regina Petronella 1240 Ting Ren 1146 Masyhudi Lathif & Siti Nurjanah  Chair: Haerazi Venue: Kasultanan 1, RAH	<b>Parallel papers 1242, 1243, 1245</b>  1242 Magdalena Kartikasari Tandy Rerung 1243 Akhyar Rido, Radha M. K. Nambiar, Moraini Ibrahim 1245 Indra Rinaldi & Yam Saroh  Chair: Yosa Al Zuhdi Venue: Kasultanan 2, RAH	<b>Parallel papers 1246, 1247,</b>  1246 Ersy Laksita Rini 1247 Rika Riwayatningsih 1248 Riyani  Chair: Adriani Marentek Venue: Kasultanan 3, RAH

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>13.15 – 14.45</b>	<b>Parallel papers 1259, 1260, 1263</b>  1259 Kurnia Saputri 1260 Seftika, Wuri Syaputri, Miftahul Janah 1263 Ardian Wahyu Setiawan  Chair: John Rucynski Pasewakan 1, RAH	<b>Parallel papers 1041, 1267, 1309</b>  1041 Chang Yee Shee 1267 Nurmala Elmin Simbolon 1309 Donna Hurst Tatsuki & Lori Zenuk-Nishide  Chair: Marcos Annaguey Sancez Pasewakan 2, RAH	<b>Parallel papers 4025, 4026, 4035</b>  4025 Nur Arifah Drajati 4026 Shanty A. Y. P. S. Duwila 4035 Tri Wahyuni Floriasti & Suciati  Chair: Arifa Rahman Carnation, EP	<b>Parallel papers 4050, 4052, 4053</b>  4050 Trinidad R. Hernandez 4052 Ryan Hunter 4053 Rahman Husni & Nurfadi Burhanuddin  Chair: Zohreh Nafissi Dahlia, EP
	<b>Parallel papers 4077, 4078, 4027</b>  4077 Ista Maharsi 4078 Hendrik Jacob Maruanaya 4027 Benedictus B. Dwijatmoko  Chair: Rasman Daisy, EP	<b>Parallel Paper 4110, 3056, 3065</b>  4110 Puji Rahayu 3056 Khairul Husna Abdul Kadir 3065 Soo-Ok Kweon  Chair: Umi Rokhyati Heliconia, EP	<b>Parallel papers 3031, 3032, 3033</b>  3031 Betsy Gilliland & Shannon Pella 3032 Imelda Gozali 3033 Antonio Graceffo  Chair: Donald Juppy Hibiscus, EP	<b>Parallel papers 3054, 3082, 3129</b>  3054 Jihyeon Jeon & Sung Hui Cheong 3082 Sri Rejeki Murtiningsih 3129 Cayandrawati Sutiono  Chair: Andi Bayu N Jade, EP
	<b>Parallel papers 4137, 4109, 4139</b>  4137 Richard J. Stockton 4109 Nur Hidayanto P.S. Putro 4139 Erlik Widiyani Styati  Chair: Anita Triastuti Lotus, EP	<b>Parallel Papers 3018, 3020, 3021</b>  3018 Hilda Cahyani 3020 Abhinaba Chatterjee 3021 Benita Chen & Anita Lie  Chair: Diah Kristina Orchid, EP	<b>Parallel papers 4016, 4168, 4163</b>  4016 Willy Cardoso 4168 Ignasia Yuyun 4163 Mega Wulandari  Chair: Siwi Karmadi Kurniasih Sunflower, EP	<b>Parallel papers 3115, 3102, 3005</b>  3115 Ika Sulis Setianingsih 3102 Koesoemo Ratih 3005 Mansur Akil  Chair: Fr. Endang Lestariningsih Tulip, EP

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>14.45 -15.45</b> <b>(Transport to</b> <b>RAH)</b>	<b>Parallel Presentation 12</b>			
	<b>Parallel papers 1304, 1008</b>  1304 Muchlas Suseno 1008 R. Muhammad Ali  Chair: David S Aditya Karaton 1, RAH	<b>Parallel papers 1302, 1306</b>  1302 Ni Wayan Mira Susanti 1306 Kustiwan Syarief  Chair: Setyadi Setyapranata Karaton 2, RAH	<b>Parallel papers 1331, 1332</b>  1331 Yonathan Winardi 1332 Dwi Winarsih  Chair: Matthew Coomber Pemandengan 1, RAH	<b>Parallel papers 1153, 1334</b>  1153 Lu Yanhua & Feng Juan 1334 Seokhan Kang Juyeon Yoo  Chair: Safnil Arsyad Pemandengan 2, RAH
	<b>Parallel papers 1338, 1339</b>  1338 Yuni Yulianti 1339 Issy Yuliasri & Agung Nugroho  Chair: Yosuke Yanase Pemandengan 3, RAH	<b>Parallel papers 1341, 2007</b>  1341 Zheng Yurong & Wang Yan 2007 Lina Aris Ficayuma  Chair: Suhaini M. Saleh Pemandengan 4, RAH	<b>Parallel papers 1318, 1322</b>  1318 Elli Setiyo Wahyuni 1322 Yan Wang  Chair: Sri Endang Kusmaryati Trajumas 1, RAH	<b>Parallel papers 1320, 1323</b>  1320 Hung-chun Wang 1323 Maya Pinkan Warouw  Chair: Peter Beech Trajumas 2, RAH
	<b>Parallel papers 1280, 1317</b>  1280 Tri Sugiarto 1317 Joseph P. Vitta & Andrew Woollock  Chair: Puthut Ardiyanto Srimanganti, RAH	<b>Parallel papers 2036, 1235</b>  2036 Dwi Astuti 1235 Rommy D. B. Rambet  Chair: Soni Mirizon Kasultanan 1, RAH	<b>Parallel papers 1074, 1325</b>  1074 Ravinder Gargesh 1325 Nina Wexler  Chair: Prarthana Coffin Pasewakan 1, RAH	<b>Parallel papers 1327, 329</b>  1327 Yohanes Nugroho Widiyanto 1329 Fikri Asih Wigati  Chair: Melodie Lorie Cook Pasewakan 2, RAH

<b>DAY 3</b> <b>/Saturday,</b> <b>15 July 2017</b>  <b>14.45 -15.45</b>  <b>(Transport to</b> <b>RAH)</b>	<b>Parallel papers 1225, 1328</b>  1225 Ari Purnawan 1328 Agus Widyantoro  Chair: Basikin R. Cermin, RAH	<b>Parallel papers 3015, 3123</b>  3015 Basikin 3123 Sudar  Chair: Titik Sudartinah Venue: Carnation, EP	<b>Parallel papers 4130, 4156</b>  4130 Risa R. Simanjuntak 4156 Melania Wiannastiti  Chair: Andi Bayu N Venue: Dahlia, EP	<b>Parallel papers 3107, 3079</b>  3107 Billy Melvin Sakul 3079 Naely Muchtar  Chair: Suharno Venue: Hibiscus, EP	
	<b>Workshop 3079</b>  3079 Naely Muchtar & Roslina Sawitri (60 mins)  Chair: Rahmat Nurcahyo Venue: Jade, EP	<b>Parallel papers 3109, 3112</b>  3109 Fadillah Sandy 3112 I Nyoman Suka Sanjaya, Luh Nyoman Chandra Handayani & Ni Nyoman Yuliatini  Chair: Ista Maharsi Lotus, EP	<b>Parallel papers 3111, 3113</b>  3111 Dedi Sanjaya, Masitowarni Siregar & Sumarsih 3113 Yuki Sasaki & Yoshimi Nitta  Chair: Soo Ok Kweon Orchid, EP	<b>Parallel papers 3039, 3057</b>  3039 Astri Hapsari, Mila Minhatul Maula & Egista Prego Magribi 3057 Ahmad Kailani  Chair: Antony Atkinson Tulip, EP	
	<b>Parallel papers 4158, 4159</b>  4158 Titik Lina Widyaningsih 4159 Fibriani Endah Widyasari  Chair: Surya Sili Sunflower, EP	<b>Parallel papers 4049, 4029</b>  4049 Devi Hermasari 4029: Laily Amin Fajariyah  Chair: Willy Cardoso Daisy, EP	<b>Parallel papers 3125, 4059</b>  3125 Sugirin 4059 Mukhayar Johar  Chair: Nur Hidayanto P.S. Putro Angsana, EP		
<b>16.15 – 17.30</b>	<b>CLOSING CEREMONY</b>				

## Preconference Workshops

### Workshop 1

Venue : Seminar Room, PLA, Faculty of Languages and Arts

Time : 12 July 2017, 14.00-16.45

Title : **What are the most effective changes a teacher could make to a language course?**

Paul Nation *LALS, Victoria University of Wellington, New Zealand*

This workshop describes the four most important ways of improving an English as a foreign language program. These four changes in order of importance are (1) set up a substantial extensive reading program, (2) set up a fluency development program across the four skills of listening, speaking, reading and writing, (3) organise genuine spoken communication activities, and (4) train and encourage learners to do deliberate systematic vocabulary learning using flash cards.

Each change is described and justified, showing how it helps learning, what research evidence there is for it, the strength of the effect of this change, and how to implement the change.

These changes are easy enough to make and their positive effects on language learning have been proven to be very large

### Workshop 2

Venue : Mai Hall, YSU Rectorate

Time : 12 July 2017, 14.00-16.45

Title : **Creating Rubrics for Assessing Writing and Speaking**

Deborah Healey (The University of Oregon, USA)

Assessment is difficult. The productive skills of writing and speaking are especially challenging to assess. Students are creating content, not just filling in blanks or answering multiple choice questions. How can we make sure that we are assessing fairly? Rubrics are a way of describing teacher expectations for writing and speaking assignments. Teachers specify the elements to be evaluated, such as content, organization, grammar, etc. Teachers then describe what "good," "fair," or "poor" work looks like in each category, often in matrix format. This gives learners a very clear idea of what the teacher expects from these assignments. When students get the rubrics in advance of submitting writing or performing a speaking assignment, almost all students do better. They are no longer guessing what we want.

For teachers, rubrics make grading fairer and easier. Each person is graded on the same basis, whether the work is the first or the last to be graded. Teachers can use a rubric while learners are speaking, making it possible to grade consistently and quickly without having to review an audio or video recording.

This workshop will introduce rubrics, explain how to create them, then have participants work in small groups to create sample rubrics for their own class assignments. The workshop will also show how to modify rubrics created in Rubistar to be appropriate for English language learners.

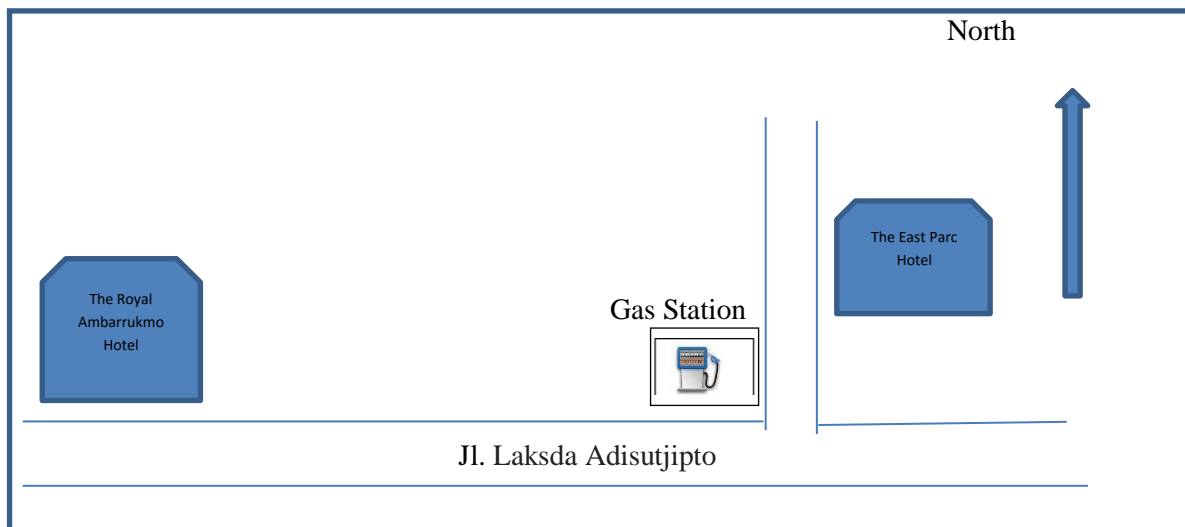
## ARRANGEMENT OF ABSTRACTS

As has been mentioned before, the abstracts of parallel papers have been grouped according to the following sub-themes:

1. English Language Teaching and Learning Developments - What Do They Mean In Different Contexts with Different Paradigms?
2. Exploring the Relationship Between the Knowledge-Based Era and TEFL Development.
3. Exploring and Understanding Today's Demands for Foreign Languages: Going Beyond English Language Competencies.
4. Transforming TEFL in the fully digital world

All abstracts are alphabetically arranged by authors' surnames. This is to make it easier for presenters/participants to find the abstracts they want to read.

As also been mentioned earlier, papers for subthemes 1 and 3 are scheduled to be presented at The Royal Ambarrukmo Hotel, where those for subthemes 2 and 4 at the Eastparc Hotel. Presenters of subthemes 2 and 4 have to leave the Royal Ambarrukmo Hotel for the Eastparc Hotel immediately just before lunch; their lunch is provided at the East Parc Hotel. They may take the conference bus or walk, which takes around 7 minutes. For practical reasons, the map is reproduced below.



**LIST OF ABSTRACTS**  
**SUB-THEME 1**

**Abstract no: 1001     **Sustainable Professional Development Programs of English Teachers: A Case Study in South Sulawesi, Indonesia****

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Research on teacher's sustainable professional development is not new. However, most studies in this area are conducted in western contexts, few publications are related to Indonesian teachers' professional development. As a consequence, very little information is found related to sustainable professional development programs (SPDP) for English teachers in eastern context particularly within Indonesia perspectives. This paper aims to address this knowledge gap. The objectives of this paper are (1) to explore teachers' perceptions of current sustainable professional development and (2) to identify challenges in implementing sustainable professional development programs. Drawing from teachers' professional development concept (Borg, 2014), this interpretive case study employs both questionnaire and semi-structured interviews. The questionnaires were sent to 150 English teachers and then followed by semi-structured interviews of 15 teachers representing teachers from city, suburban and rural areas. The findings indicate that professional development programs are sustainable if they are based on the demands of teachers' workplaces, meet students' needs and are facilitated by the government. To implement SPDP, a number of teachers encounter several challenges including political, cultural and practical constraints. The implication of this study is that the government should facilitate the sustainable development programs that suit with the need of teachers and students. This article contributes to the current debates of English teachers' sustainable professional development programs both nationally and globally. Keywords: Sustainable professional development, English teachers, South Sulawesi, Indonesia.

**Abstract no: 1002     **Students' Attitude toward English Language Learning at KC Free English Course****

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Students' attitude is believed to play essential role in determining the success or failure of English language learning. This study explores students' attitude in KC Free English Course toward English language learning in terms of the cognitive, behavioral, and affective aspect. This qualitative study used several instruments; the researcher as the key instrument, classroom observation which use video recording, teacher's field notes, documents including students' learning journal, and in-depth interview. The data collected from those instruments will be display, reduce and analysis use triangulation. The use of triangulation aims to provide the valid and trusted data from this study. From 25 students in KC Free English Course, 5 students were selected as the main participants of this research based on their participation during the learning. Due to the good teaching style, simple material delivery, and fun learning process in KC Free English Course, the participants are proven to have more positive attitude toward English learning then before joining KC Free English Course. They possess better beliefs about English learning (cognitive), more positive behavior toward English learning (behavioral), and richer feelings and emotion when learning English.

**Abstract no: 1003**

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**Constructing the Chain of Reasoning in Research Report: Corpus-Based Study**

Constructing the chain of reasoning has an essential affect in research report to interconnect all elements in research article and help research readers to understand comprehensive information related to research activity has been conducted. However, many researchers still face some difficulties to construct the chain of reasoning in research report. Thus, it influences the information given in the research report. This research is aimed at evaluating the chain of reasoning in research reports have been published in international proceeding: The Fourth International Conference on Teacher Professional Development. This research used theory of constructing the chain of reasoning developed by Krathwohl and Smith. The theory explains that there are 8 core criteria should be covered to construct the chain of reasoning; links to the previous study, explain, rationale, theory or point of view, questions, hypotheses, model, prespecified and emergent designs, procedure, data, statistical, narrative analyses, and conclusion. 20 researches are chosen as research data. The data are categorized based on construction of the chain of reasoning criteria. This research found that from 20 researches only 2 researches state the previous study in research report. The research study clearly guides to unite the elements in research report. Thus, the information or message given in the two research reports are clearer than the 18 researches which do not give previous study. The research elements in the 18 researches seem not interconnect each other. Thus the information given in the research reports are not clear.

**Abstract no: 1004**

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**Teaching EFL to Deaf and Hard Hearing (DHH) Students: A Lesson from Two Special Needs Senior High Schools in Jombang, East Java**

An ample of evidence indicates the importance of teaching English to Deaf and Hard-Hearing (hereinafter DHH) students in Indonesia's classroom. They are for instance the existence of English language curriculum provided by the government and the regulation to include English alongside other subjects for national examination. The aforementioned information seems to push aside the salient fact that teaching EFL to DHH students is a challenging task one of which comes from the students. Research shows that compare to mainstream classes, DHH learners faces difficulty in learning a language because they had no sense of the language (Jose, 2016). This study is intended to depict the teaching and learning process conducted by EFL teachers serving school for the deaf to draw whether teaching DHH students is important. It embraces the characteristics of qualitative, case study method. Two teachers from different special needs high schools participated in this research. From classroom observation and an in- depth interview with the participants, this research revealed a less satisfying classroom practice of EFL teaching conducted at special needs schools. Likewise, it also explored the challenges faced by those teachers. The findings generally underpinned the importance of teaching EFL to DHH students. However, among aspects should be of concern are the improvement in innovative teaching method and material development.



**Abstract no: 1005**

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**The Analysis of English Language Education Students' Teaching Skills during Microteaching: Product-Process Approach in Teaching Grammar**

Teaching grammar within the context of Second Language Acquisition (SLA) needs both product and process approaches. Microteaching is one of the techniques to prepare students teachers to improve their skills in this area. One of the microteaching lessons in English Language Education Department, Teachers College Universitas Pelita Harapan, is called Planning, Strategy, Assessment, and Learning (PSAL) Grammar. In this class, students are exposed with the nature, principles, and strategy of teaching and learning grammar. Students are planning lessons related to teaching grammar in various grades as well as developing teaching and learning material and instrument for language assessment. Students then put them into practice in the classroom individually. Discussion on the students' performances will be conducted after the microteaching session. This research aims to analyze students' skills in teaching grammar in microteaching class as well as the discussing the strength and challenges arise. The type of the research is a qualitative case study research. The data collection techniques being used are observation, questionnaire, and Focus Group Discussion (FGD). Moreover, the technique of analyzing the data was Miles and Huberman concept of data reduction, data presentation, and conclusion drawing. The results of this research will be presented in a descriptive-narrative manner by describing and discussing students' skills in teaching grammar.

**Abstract no: 1006**

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**Problems and Strategies in Teaching Pronunciation on English Department Students**

This study attempts to investigate the problems and strategies in teaching pronunciation on English education student in a subject Phonetics and Phonology. The research used descriptive method. The subjects of this research were 6 of 3rd semester students. The technique of the data collection were a test and interview. Test was used to understand the students problems and interview was conducted to re-check the information and data obtained. Results showed English pronunciation problems were caused by the difference of language system between English and Bahasa, students had a lack of mastery of consonant and vowel in accordance with international Phonetics alphabet, the incompatibility of the placement place and manner of articulation. Strategies to overcome the problems of English pronunciation learning by using audio-visual media, the lecturer gave oral corrective feedback for those students who got the errors in pronunciation, students used the mobile phone application in supporting individually pronunciation learning and students had a lot of practicing in reading English texts were provided by lecturer.

**Abstract no: 1007**

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**Developing Students' Critical Thinking in Access English Class Site Surakarta**

Critical thinking is a very essential general academic skill. This paper aims at describing the English teaching process of developing students' critical thinking skill to enhance the English learning of the university students of Access Microscholarship Program site Surakarta conducted in Universitas Sebelas Maret (UNS), Indonesia and its challenges. In this case, the learning process in class uses -In Focusl book written by Browne, Culligan, and Philips published by Cambridge

University Press (2014) which has integrated approach and purpose to develop critical thinking. Students' critical thinking as well as English skills have been developed through the five unit sections provided in each unit of the book: (1) critical cartoon, (2) core vocabulary, (3) reading skills, (4) researching a topic, and (5) critical thinking. Through repeated similar activities in each unit, students are gradually accustomed to the model of learning activities; their English skills of conveying opinions and contextualizing vocabularies are developed, they are able to make inferences and identify facts, opinions and assumptions, they are able to interpret and present information of related topics, and their basic ability in analyzing graphs and categorizing data are developed as well. The challenges are: (1) some recent world trending issues used as topics are not familiar for the students due to their low awareness of global issues; and (2) the L1 culture appears as barrier for some cases seen from students' habit of being silence and not questioning certain things –*taboo*.

**Abstract no: 1008**

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**Developing Student's Competence through Peer Assisted Learning Program (PALP)**

One of the crucial problems faced by first year English learners in Indonesia is they are not encouraged to practice English, especially speaking, in their daily activities even when they are in the class room. The causes are: (1) the students feel unconfident with their ability in speaking, and (2) the lecturers do not fully use English in the class rooms. This article will elaborate how Peer Assisted Learning Program (PALP) is beneficial for students to develop student's competence, both for tutees and tutors. PALP is designed to improve student's competence through a peer tutoring program out of the class room. Two tutors, who are selected and trained, assist 7-10 tutees, who are first year students. The materials are on basic vocabulary, grammar, and speaking in seven meetings within a semester. The tutors also motivate the mentees, share problems in learning, and try to find a solution on them. Based on the evaluation it is found that this program : (1) gives tutees chance how to learn English from tutors, (2) supports mentees' mastery on other subjects, (3) gives mentors experience in teaching English, and (4) increases tutee' and tutor's competence and confidence in speaking English both in and out of the class room.

**Abstract no: 1009**

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**Exploring MTB-MLE Practices in Selected Schools in Benguet, Philippines**

This study explored the MTB-MLE implementation practices of teachers in one monolingual elementary school and one multilingual elementary school in Benguet, Philippines. It used phenomenological approach (Lester, 1998) employing participant-observation, Focus Group Discussion and individual interview. Data were gathered using a video camera, an audio recorder, and an FGD guide and were treated through triangulation and coding. From the data collected, varied ways in implementing the MTB-MLE program were noted. These are: teaching using a hybrid first language, teaching using a foreign LOI, using translation and multilingual instruction, and using L2/L3 to unlock L1. However, these practices come with challenges such as the a conflict between the mandated LOI and what pupils need, lack of proficiency of teachers in the mandated LOI, facing unreceptive parents, stagnation of knowledge resulting from over- familiarity of input, and zero learning resulting from an incomprehensible language input. This paper concludes that despite the challenges besetting the teachers, they still

displayed creativity in coming up with relevant teaching practices, the unreceptiveness of some teachers and parents sprung from the fact that they do not understand the real concept of MTB-MLE, greater challenges are being faced by teachers in multilingual school due to the diverse linguistic background of their clients, and the most effective approach in implementing MTB-MLE is the multilingual approach, allowing the use of the pupils' mother tongue, L2 (Filipino), L3 (English), and other languages familiar to the students.

**Abstract no: 1010**

**The Role of Onset-Rime Awareness on Literacy Development  
Among Young EFL Learners**

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The aim of this study is to examine the effects of phonological awareness on developing word recognition and reading in foreign language learning. It has been claimed that the ability to recognize the sound structure of a spoken word is a prerequisite for developing literacy in L1 literature. The researcher hypothesized that there is a significant relationship between phonological awareness and word recognition among young Japanese EFL learners. However, since Japanese is not an alphabetic language and Japanese and English have completely different writing systems, this raises important questions about the validity of the transferability of L1 research findings.

In this presentation, the results from a two-year longitudinal study examining the effect of phonological awareness and alphabetical knowledge on spelling acquisition will be reported. The research hypothesis was that there is a significant relationship between phonological awareness and alphabetical knowledge and subsequent development of word recognition.

Japanese children of ages ten and eleven (N = 287) participated in the study and their phonological awareness and alphabetical knowledge were measured three times in two years and their spelling knowledge once in two years. The results suggest that Japanese young learners of English develop their phonological awareness in English, especially onset-rime awareness and use it to foster their phoneme awareness, and that it is this phoneme awareness that Japanese ELF learners need to develop to become successful spellers. This method of emphasizing the development of students' onset-rime awareness has been used in a curriculum for one whole district in Tokyo.

**Abstract no: 1011**

**The Use Of Sundanese Local Content in English Teaching to  
Young Learners**

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Many educational practitioners have affirmed that learning activities should embed to the learners' cultural background, in order to positively develop students' character building (Sukarno, 2012), to increase the students' self-work and confidence (Kana'iaupuni, 2010), and to establish mutual cultural understanding (Alwasilah, 1999; UNESCO, 2013). This study seeks to investigate the use of Sundanese local content in an English for Young Learners classroom. A case-study design was employed and the data were collected from 8 meetings classroom observation, teacher and students interviews and written documents (lesson plans, parents survey, students' works, and teacher reflective journal). Then, the obtained data were coded and analyzed qualitatively. This study observes the learning activities and how young learners responded to this experience. In addition, this study also investigates if both students and their teacher benefit from this Sundanese local-content-based English class. The results find out that the Sundanese local

contents used in English for Young Learner classroom has benefited both teacher and students in terms of cultural revitalization, teaching and learning performance, knowledge and experience improvement, and better students' relationship. Correspondingly, the parents also show their positive attitude since the learning supports education foundation at home.

**Abstract no: 1012**

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**The Students' Interest in Learning English through Classroom Management**

This research was aimed at finding out the students' interest in learning English through classroom management at SMA Negeri 1 Bontomarannu. The method of this research was the descriptive method. The population of this research consisted of Senior High School Students in the 2014/2015 academic year. It used a random sampling technique where the writer took one class of 33 second year students. The data was collected through questionnaires. The data was analyzed using the Likert Scale. The result of the data analysis showed that the second year students at SMA Negeri 1 Bontomarannu showed their high interest in learning English through classroom management. The use of classroom management to learn English gave many benefits to the students, such as; (1) they felt relaxed, more serious and active in the class, they had a high initiative and strong enthusiasm in learning, (2) created a friendly and cooperative atmosphere for language learning, (3) attracted the attention of the students and showed their willingness to learn, (4) and created a strong motivation to learn. It was proven by the result of the mean score of the students' questionnaire of 87 that the majority of the students agreed with the positive statements and disagreed with the negative ones about the use of classroom management in learning English.

**Abstract no: 1013**

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**Reflective Practice and Self Identity as Parts of Professional Development: A Survey in an EFL Tertiary Level**

This study aims at revealing the knowledge of the teachers in tertiary level on the concept of reflective practice and self identity as a part of professional development in an EFL higher education context. Reflective practice is closely related to the idea of learning from experience (Thomson & Pascal, 2012) and it has been an important activity since 1980s in western education. Unfortunately, it has not been treated as one in Asian context, let alone in Indonesia. Despite the debate on the constant definition of reflective practice, investigating the understanding of the concept is yet thought-provoking. Thus, this study involves some teachers in tertiary level from both state and private universities in Indonesia. The data in this study are gained through distributing a Likert scale questionnaire on the knowledge of Reflective Practice and self identity and an interview as a follow up data collection method in order to have thorough information. The result of the study shows that almost all teachers are aware of both concepts and their benefits for their professional development.

**Abstract no: 1014**

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**An Exploration of the Characteristics of a Good Language Learner in Relation to Personality**

There are some factors that affect the characteristics of language learners, one of them is personality. Pre observation in this study found a language learner that took advantage on her personality. Her personality was unique and it helped her became a good language learner who learned language faster than other students. This paper intends to present

the characteristics possessed by the subject as a good language learner in relation to her personality. It was a case study, exploring her personality as a good language learner. The results showed that the subject possessed sixteen personality characteristics as a good language learner. These characteristics were related to ESTJ (Extrovert, Sensing, Thinking, and Judging) personality. In term of extrovert personality, she was characterized as talkative, confident, enthusiastic, and assertive and she also got energy from active involvement. In term of sensing, she was attentive, had good memory and liked to learn by doing. In term of thinking, she analyzed pro and cons in making decision, made decision based on logical reasons, and she was also consistent and decisive in making and applying decision. And in term of judging, she had a structured life, took control of her life by making many plans, she was good in deadline, she was difficult to adapt in unpredictable situation, and she paid more attention on result than process, and she also not only organized things but she also organized people.

**Abstract no: 1015**

**Teacher's Voice on Metacognitive Strategy Based Instruction with Audio Visual Aids for Listening**

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Metacognitive strategy is one alternative way in teaching learning process especially in learning listening. The study primarily stresses on exploring the teacher's voice toward the application of metacognitive strategy with audio-visual aid in improving listening comprehension and in attracting the interest of the students in learning listening. The metacognitive strategy model applied in the study was inspired from Vandergrift and Tafaghodtari (2010) instructional model. Thus it is modified in the procedure and applied with audio-visual aids for improving listening comprehension.

The study's setting was at SMA Negeri 2 Parepare, South Sulawesi Province, Indonesia. The population of the research was the teachers of English at tenth grade at SMAN 2. The sample was taken by using random sampling technique. The data was collected by using in depth interview during the research, recorded, and analyzed using qualitative analysis. This study explored the teacher's response toward the modified model of metacognitive strategy with audio visual aids in class of listening which covers positive and negative response toward the strategy applied during the teaching of listening. The result of data showed that this strategy helped the teacher a lot in teaching listening comprehension as the procedure has systematic steps toward students' listening comprehension. Also, it eases the teacher to teach listening by empowering audio visual aids such as video taken from youtube.

**Abstract no: 1016**

**English for Ramayana Dance Workshop: —Speak Your English, and Move Your Body!**

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This paper intends to explore the linguistic and cultural factors that highlight the English learning and share ways to appreciate Javanese culture while helping Indonesian students speak mainstream English. Three Ramayana dance workshops I facilitated for Indonesian and Singaporean students in 2015 and 2016 involved Javanese dance and English language as a communication tool to interconnect both students with cross-cultural experiences and encounters. The necessity to incorporate art as well as situating the Indonesian students within the loop in which English is not their primary language has encouraged them into the English speaking world without having a fear of being corrected. Besides investigating the strategies to be used in the workshop, the paper

would also identify the language components for giving instructions extending from pre-workshop, during and post-workshop. Employing Sonia Nieto's (2010) scholarly works, this cross-cultural activity generates to be a creative approach of contemporary English language teaching towards language minority students that impacts to the particular levels of language achievement as well as their cultural identity. In due course, such method contributes as a reflective development upon the English teachers of non-English speaking countries especially Indonesia in utilizing local resources as a potential asset for class and society.

**Abstract no: 1017**

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**The Effectiveness of Reap (Read, Encode, Annotate, Ponder) in Teaching Reading Viewed from Students' Motivation**

The aims of this research are: (1) to prove out whether REAP (Read, Encode, Annotate, Ponder) is more effective than QAR (Question Answer Relationship) to teach reading (2) to prove out whether the students having high motivation have better reading skill than the students having low; and (3) to prove out whether there is an interaction between teaching strategy and students' motivation to teach reading. The population in this research are the first grade students of English Teaching Department University of PGRI Madiun. The research uses cluster random sampling to get the sample. The sample consists of 48 students which are divided into two classes, IA consisting 24 students as an experimental class and IB consisting 24 students as a control class. The instruments used to collect the data are reading test to get the score of reading and questionnaire of students' motivation. The data are analyzed by using ANOVA, then followed by Tukey test. The research findings show: (1) REAP is more effective than QAR in teaching reading; (2) The students having high motivation have better reading skill than the students having low; and (3) There is an interaction between teaching strategy and students' motivation for teaching reading. REAP is suitable for students having high motivation and QAR is suitable for students having low motivation. The evidence in this research indicate that the students taught using REAP have better reading competence than those taught using QAR.

**Abstract no: 1018**

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**Developing Syllabus for Nursing Students at Stikes Hakli Semarang**

This study aimed at developing ESP syllabus for nursing students of STIKES HAKLI Semarang. An R&D research Design was employed in this study where observation of the existing syllabus and needs analysis were done. Fifty students of STIKES HAKLI and 2 professional nurses who worked at International hospitals, and 1 English lecturer were taken as samples. The results showed that the syllabus should provide 1) more time for the use of English at workplaces in nursing activities, 2) more emphasis to the development of the students' speaking skill, common expressions and vocabulary used in communication, and in listening skill which fits the students' needs, (3) more time for the students to practice English especially in speaking and listening, (4) some chances and roles for the students to do activities in pairs or groups while the lecturer plays as a facilitator in the classroom, (5) the topics mentioned in the syllabus should be about something which is usually practice in the actual work like handling admission, checking vital signs, giving advices, instruction, medicine, injection, taking blood sample, setting up infusion set, telling lab result, telephoning, and asking for surgery consent

**Abstract no: 1019**

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**L2 Motivation Research in Japan: A Systematic Review of  
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In recent years, research synthesis on L2 motivation research is becoming popular, as represented by Boo, Dörnyei and Ryan's (2015) comprehensive review, and Aoyama's (2016a, 2016b) calls for research synthesis. Systematic review is an approach to research synthesis which adopts a systematic search of scholarly databases, and has advantages over traditional narrative-subjective review in its objectivity and comprehensiveness.

This study, drawing upon these strengths, aims to review a collection of papers on EFL motivation conducted in the Japanese context and published in Japanese domestic journals. According to Boo et al. (2015), a number of studies were conducted in Japan, and it is one of the most active research sites of L2 motivation. However, the article pool used in their study only includes papers published in international journals and book chapters. Therefore, Boo et al. have overlooked the papers published inside Japan, which may have different trends from the papers published in international journals. In this study, the article pool was developed through a data collection using a systematic literature search of a Japanese national scholarly database (CiNii) and manual search techniques recommended in Plonsky and Brown (2015). Also, in accordance with Boo et al., only the articles published after 2005 are included in the article pool. Papers in the article pool were evaluated based on the following criteria: (a) Type of papers (e.g., theoretical/empirical/practitioner), (b) theoretical framework, (c) research method, and (d) demographics. Outcomes of the analysis are discussed in comparison with Boo et al.'s conclusion for further research syntheses.

**Abstract no: 1020**

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**Patterns and Evolutions: Contrastive Rhetoric Analysis of  
S in Academic Writing**

Intercultural rhetoric has been evolving in the past few decades and its investigations have urged for critical and corpus-based approaches. This study attempts to fill the gap of such need in academic writing genres, specifically in Indonesia. , with its own quirks, has secure a special place in genre-specific rhetoric studies and therefore has almost exhaustively researched. Nevertheless, there is still a lack of study in terms of pattern consistency of s across genres and time. This study examines 's rhetoric patterns in research articles, undergraduate and graduate thesis, as well as dissertation in Indonesia in the last ten years. This analysis is then compared and contrasted to similar studies in U.S. to investigate the existence of any evolution of style towards—universal pattern. The result of this study is hoped to shine some lights on the shifting paradigm of culture in the increasingly interconnected world and how it impacts the teaching and learning of English as a Foreign Language.

**Abstract no: 1021**

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**The Use of Magic and Fairy Tale Dice to Improve Students Ability in  
Writing Narrative Text**

This research done at first semester students of English Department Widya Gama Mahakam Samarinda aimed at finding out whether or not magic and fairy tale dice can game improve students' ability in producing a better narrative text. The research was classroom action research. This research employed classroom action research in the forms descriptive quantitative design. Data were obtained by giving test to the first

semester students of English department of Widya Gama Mahakam University before and after the lecture using magic and fairy tale dice. The instruments that were used to collect the data were test as a main instrument and observation checklist as second instrument. The test was used to know students ability in writing narrative text before and after the lecture implementing the use of magic and fairy tale dice. The findings of this study show that, magic and fairy tale dice can be incorporated in writing narrative text. The students can catch the idea because the game will stimulate the imaginations of students. Using magic and fairy tale dice game can be a new atmosphere for the students who have not been taught using a new game before. After the students motivate to study the material, it will revive their imagination to create a narrative text.

**Abstract no: 1022**

***Cultural Amazing Race as a Form of Experiential Learning to Assess Students' English Skill***

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This study aims at exploring students' perception on the implementation of the Cultural Amazing Race (CAR) activity as a form of experiential learning to assess their speaking and writing skills in English. There were four participants involved in this study who were selected based on the success and failure in participating this program. The study was conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta in 2017. The qualitative descriptive research design was employed to answer the two research questions, namely what is the students' perception on the implementation of the CAR activity and what are their perception on the effectiveness of the activity? To collect the data, a one-on-one interview was completed. In addition, they were required to write a reflection after the activity and it was used to triangulate the data. The findings show that the implementation of the CAR activity was interesting and fun, yet it was exhausting for the students. This is due to the numerous numbers of the challenges given to the students. Moreover, the weather did not support the activity since it was too hot for the students whereas they needed to do physical activity. In terms of the effectiveness, the CAR activity was effective to minimize the students' anxiety in facing the assessment. This CAR activity is recommended as a fun way to assess students' English skills.

**Abstract no: 1023**

***Feedbacks and Learners with Different Learning Strategies***

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The value of feedback has been researched for a long time. Since Truscott (1996) claimed that corrective feedback is not useful and even harmful, some other researchers then come up with their findings in reaction to this claim (Hyland, 1998; Ferris, 2006; Ellis, et.al. 2008; Sheen, 2010). Ellis, et.al. (2008), for example, found that corrective feedback is still effective in EFL context. However, the question concerning what type of feedback is most effective for learners with different language learning strategies is still unanswered. This study attempted to answer this question and 63 EFL students participated in 2 experimental groups and one control group. Each group was required to write five essays with different topics. The papers in group 1 were corrected using direct feedback, group 2 with indirect feedback and control group with peer feedback. The final versions of the papers were assessed in terms of content, organization, vocabulary, grammar, and mechanics. The data were analyzed by using one way and two way ANOVA. The findings revealed that all of the students got significant improvement regardless the types of feedback they received. All types of



feedback were equally effective in improving students' writing and there was no any significant interaction effect between the types of feedback and language learning strategies. This implies that all of the students got benefits from the feedbacks given regardless what language learning strategies they used.

**Abstract no: 1024**

**EFL Pre-Service Students' School-based Teaching Experience and Self-Efficacy: An Insight in EFL Teacher Education Developments**

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EFL pre-service students are generally required to take essential courses to help them acquire necessary skills and knowledge to teach English in real contexts. One of the courses is field experience course in the form of microteaching and teaching practice. In complement to the knowledge and experience the students obtain from the course, school-based teaching practice is implemented in some EFL pre-service education programs to enrich students' experience in teaching English. This study is aimed at investigating Indonesian pre-service students' school-based field experience and self-efficacy before and after the school-based teaching practice is conducted. It involved 115 Indonesian EFL students taking Teaching Practice course at Lambung Mangkurat University, one of leading universities in Indonesia. In the course, the students practice the following microskills: opening and closing the lesson, questioning skills, giving explanation and classroom management, as well as giving stimulus variation and reinforcement. Open-ended questionnaire is administered to get the data on the students' teaching experience. The Teacher Sense of Efficacy Scale (Tschannen Moran & Woolfolk Hoy, 2001) is administered twice (at the initial period of the course and after the school-based teaching practice is conducted). This study focuses on the students' experience, their self-efficacy results and how their self-efficacy differs from the first to the second administrations as the impact of their school-based teaching practice experience. Practical implications for EFL teacher education developments are shared.

**Abstract no: 1025**

**Learning to Reflect in English Teacher Education: An Analysis from Student Perspective**

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Reflection in EFL teacher education in Indonesia can be considered as a new trend. In Ganesha University of Education, where the study took place, Reflective Teaching Course has just been introduced into the curriculum since 2014. This paper reports a descriptive research findings on the teaching and learning process of the course, how students reflect on their teaching simulation, how they perceived about the impact of ability to reflect on teaching performance in real classes, and how this perceptions are related to their performance in teaching practicum program. 40 students who were in the last year of the 4 year education and training program to become English teachers were invited to participate in the research. The research instruments included self-reflective journals, questionnaire and focus group discussion. It was found that reflective teaching that employed collaborative teaching model encouraged students to be creative and developed their critical evaluation toward their own as well as peer teaching performances. Their systematic training on how to reflect resulted in positive perceptions about the importance of self-reflection on teaching performance. They also perceived that reflection had positive impact on self confidence in teaching. These were confirmed in their teaching practicum in junior and senior high schools in north Bali.

**Abstract no: 1026****English for Accounting: What Do We Teach?**

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The purpose of this paper is to report the result of developing an appropriate curriculum for students of English for Accounting for first semester students of Accounting Study Program at Musi Charitas Catholic University, Palembang based on their discipline and how the curriculum influenced the students' learning motivation and progress of learning. At the university, English for Accounting are administered in semester one and two based on the accounting study course. There were three classes that registered for English for Accounting in semester one. Only one class was focused which consisted of 28 students, 7 male and 21 females. The four language skills were integrated using themes and topics of accounting. The activities were watching a video, presenting, writing a summary, reading articles and having class discussion. A questionnaire was administered to the students to find out their perception of the lesson taught based on the curriculum developed. Additionally, reflections and interviews of the students were also evaluated. It was found out that even though the students struggled in following the lesson, a majority of them agreed that the curriculum developed was in accordance with their discipline and needs. Hence, it is urgent that lecturers teaching English to students of non-English Education Study Program at Musi Charitas Catholic University develop a curriculum based in accordance with the students' discipline.

**Abstract no: 1027****They Had Peer Preference: When the Procedures of Selected Cooperative Learning Structures Were Partially Followed**

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While research on the effects of cooperative learning (CL) on EFL learning has greatly increased during the past several years, few studies have focused on the processes occurring within the use of CL. This study examined the processes of CL implementation in Indonesian EFL classrooms with particular attention to the important roles that individual accountability—a key principle of and one of the activities in CL—plays in enhancing EFL learning. One of the findings substantiated that while CL was part of the teacher participants' instructional practice, the procedures of some selected CL structures were partially followed by these teachers. Specifically, in their use of these structures, the following activities of individual accountability were missed: performances of individual accountability in home groups and peer interactions. As a result, there were tensions in the observed CL implementation, such as the tension between subjects and their community. The subjects were the student participants—EFL learners—themselves and the community was their EFL classroom in which these students were members and shared some understandings, such as that working in groups was one of their language learning activities. The tension was evidenced by the EFL learners having peer preference, i.e., taking the attitude that not all of their peers could be their resource person. This demonstrated an unfavorable situation in the EFL classrooms that might have hampered the attainment of the lesson objectives and the goal of enhancing the learners' communicative competence. Implications for effective use and the development of CL structures are discussed.

**Abstract no: 1028****Bridging the Gap between Pre-Service and Post Service Teacher Development in the Asian Context**

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Many teachers enter TEFL teaching through different pathways: some with an unrelated degree and a short course such as the University of Cambridge Celta, others with a pre- or post grad. qualification in education. This workshop examines the question of how to support and foster meaningful ongoing teacher development. It will discuss and critically analyse pathways for further development such as the University of Cambridge Delta, but will also look at the role of in house professional development. Each teaching context is different and this session seeks to examine work undertaken with teachers from a range of Asian contexts.

In the session, we will use a number of professional development sessions both from Phoenix Academy and in the public domain to question how they meet the needs of teachers' continued development. We will examine possible options for sessions and the modes in which the sessions can be experienced. The workshop looks to provide a systematic evaluative process for the selection of sessions for professional development so that they assist teachers in their development by equipping them with the tools to expand and extend their teaching repertoire and/or take on further study.

The workshop looks beyond the school in its final part to assess options for teacher development in the professional teaching community.

**Abstract no: 1029****Secondary School Students' English Literacy: Use of Interactive Read Aloud Instructional Strategy**

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Global era has had a great impact on the existence of English as a global language which requires students to be good at its every skill. It is believed that students' English could be enhanced well with the use of certain strategies, one of which is Interactive Read Aloud Instructional Strategy (IRAIS). This study was aimed at examining the efficacy of IRAIS to help students to improve their English literacy achievements. Forty five out of 746 students were selected randomly based on their grade levels (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>) and levels of English proficiency. By using time series design, these students were given interventions for three months using IRAIS and their English achievements were obtained from pre- and post-tests. These tests covered four language skills. During the interventions, the progress of the students was also monitored regularly by using three formative tests. The results showed consistent progress during the interventions and the students' total achievements of English literacy skills also improved significantly after the interventions. Among the four English literacy skills, the most significant improvement was on listening followed by writing, reading, and speaking. In terms of aspects of each literacy skill, the highest achievement scores were obtained by *inference* in listening, *narrative techniques* in writing, *vocabulary* in reading, and *vocal expression* in speaking. These findings lead to the conclusion that IRAIS is an effective strategy in helping students to improve their level of English proficiency.

**Abstract no: 1030****Washback Effect of Peer Assessment to EFL Learners in Writing Class**

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There is a need to consider about the assessment in ways that align more closely with the ideals of inviting the students to share more fundamentally in the assessment processes in order to help learners become active agents in the learning process, and one of which is through peer-assessment. However, studies reported that the regular testing procedures in

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the classroom are basically administered by the teacher only, thus many academic teachers still tend to retain all the ownership and power in the assessment process. Therefore, this present study was carried out to consider the effective procedure of peer assessment to improve EFL students' writing skill and its washback effect in EFL writing class. The data were collected from observation, interview, and documents. The result of this study indicated that code correction and evaluation criteria can be used as the necessary instruments to conduct this assessment effectively. Furthermore, the use of peer assessment in writing class brings out some positive influences, for instance improving students' achievement, activating students' motivation, promoting students' autonomy, and enhancing students' attitude. By the end of the process, it is showed that students generally have acquired several benefits and are favorably to participate in peer assessment in the future.

**Abstract no: 1031      **The Use of Google+ Application to Develop Students' Writing Ability****

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This thesis aimed to find out writing descriptive text ability of the tenth grade students of SMA 1 Barru by using Google+ application. The problem of the research namely can the use of Google+ application develop the tenth grade students of SMA I Barru in writing descriptive text. This research applied a pre-experimental method with one group pretest and posttest design. The population of this research was the tenth grade students of SMA 1 Barru in academic year 2016/2017. This research used cluster random sampling technique, which just one class was taken as sample. The sample was the students of class X.6 which consists of 28 students.

The researcher applied Google+ application as a learning media, after that the students were asked to write a descriptive text through the application. In collecting data, the researcher used writing test given as pretest and post- test.

The result of the data analysis showed that the students' writing descriptive achievement developed after treatment through Google+ application. It was proved by the result of statistical analysis at the level of significance 0.05 with degree of freedom (df)=n-1=28-1=27 which indicated that the t-test value (15.11) was higher than the t-table value (2.052). Based on the result of data analysis, the researcher concluded that the use of Google+ application was effective in developing the students' writing descriptive ability.

**Abstract no: 1033      **Innovation in EFL Classroom Practices in a Chinese High School****

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The tension between examination preparation and effective teaching is particularly acute in China (Deng & Carless 2010), as English teaching in high school is mainly aimed at preparing students for the National Matriculation English Test (NMET), with the result that attempts to introduce communicative language teaching have met with substantial resistance. As described by Chang & Qi (2009), 77% of the NMET is composed of multiple choice items in an attempt to make the test reliable, objective and practical. Teaching to the test therefore means that reading, vocabulary and grammar are generally taught through multiple choice activities. Furthermore, the NMET does not have a speaking component and writing accounts for only 16% of the total score so there is little attempt to develop the productive skills in high school lessons. Consequently, many students who enter university with a good grade for English in the matriculation test are unable to speak the language. This presentation outlines the process of designing a curriculum

for international teachers at a Chinese high school, which aims to maintain a focus on NMET preparation while introducing communicative activities and developing the students' academic literacy.

**Abstract no: 1034**

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**Vocabulary Mastery by Using Storytelling**

Some obstacles found in learning English through performing storytelling in the class are suitable material and text for the students, lack of students' English ability, and how teacher conducts a story as well as the readiness and the nervousness of the storytellers. In this research, 80 students of Diploma III Architecture of Samarinda State Polytechnic participated in the investigation to see their vocabularies mastery through storytelling. The students needed telling stories before they had the English vocabulary test. Two main instruments of national scoring sheet of storytelling and vocabulary test were applied. Using quantitative analysis, the findings revealed that the average of the test was 82. It means that the students were good in mastering the vocabulary related to the architecture field. Besides that, the researcher also found that the students were eager to tell the stories interestingly, some of them gave the sentences that made their friends laughed and motivated. Even the results revealed that the students' English mastery were satisfied but the students still need to practice how to tell the story in a good way so that they will master in all aspects. Perhaps, the students can animate all the characters in the stories by using their both body language and voice intonation. Moreover, their pronunciation as well as their ability in listening English story is getting better.

**Abstract no: 1035**

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**The Use of Dialogic Reading Technique towards Reading Motivation of Students in CSR ABN Edu-Runner Project: A Case Study**

Reading motivation is closely related with reading comprehension as it allows students to immerse better to the reading itself (Unrau & Schlackman, 2006). There are many different kinds of motivations. For students in EFL context, motivation plays a role to provide students with their needs when they learn a new language (Gopang, Umrani, Pathan, Bughio, 2014).

For reading process to be an interesting activity, especially for Young Learners, one should make it as a two-way learning process, as the students will find it more interesting, because the reading process can be an interactive process between the students and the teacher. Dialogic Reading which uses picture books to enhance and improve literacy and language skills can further elevate interaction, ultimately students' reading motivation. In Dialogic Reading, the teacher helps the students to be the storyteller. By using Dialogic Reading Technique, we have found the students without prior knowledge still can interact and participate during the learning process.

The implementation of Dialogic Reading Technique in Edu-Runner Project has been done for few months. This study tries to find the relation between the reading motivation on students of Edu-Runner Project and the implemented Dialogic Reading Technique.

This study is a descriptive study with qualitative approach, a single-subject design. Two students are observed their reading motivation along the implementation of Dialogic Reading Technique. This study is expected to give a better insight on how Dialogic Reading Technique can better improve students' reading motivation.

**Abstract no: 1036****Fostering Student-Centered Learning through Activity Centers**

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In post-secondary EFL contexts, it is not uncommon for large disparities to exist among the needs and ability levels of the students. In order to satisfy diverse needs and learning goals, as well as to ensure that students are provided with the much-needed opportunity to engage in authentic communication, it is essential for teachers to employ classroom activity which is permitted to evolve beyond the icy confines of teacher-centered and rigidly-structured pedagogies (Bingham & Biesta, 2010; Engeström, 1987; Freire, 2000; Leont'ev, 1978; Vygotsky, 1978). Activity centers are defined as small areas in various classroom locations where students are afforded the opportunity to apply their skills and knowledge (O'Donnell & Hitpas, 2010). Activity centers are most commonly associated with early childhood education and have been found to be useful for fostering both peer-mediated and individualized learning (Copple & Bredekamp, 2006; Epstein, 2007). When combined with the theoretical grounding of Activity Theory (Engeström, 1987; Leont'ev, 1978), activity center-based learning offers great pedagogical promise in terms of facilitating active and extended cognitive engagement through collaborative, peer-mediated learning. In this poster presentation, photographs and descriptions from actual college classrooms in South Korea will be used to illustrate the benefits and challenges associated with the implementation of activity centers.

**Abstract no: 1037****Building Opportunities for Self-directed Professional Development: Unexpected Lessons from a Successful PBL Collaboration**

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Walter Briggs (2012) study, —What professional development for teachers works best? indicates seven key ingredients for successful teacher development. Of these, six emphasize teacher self-directed strategies within one's own teaching context. Only one refers to bringing in outside expertise.

In settings where opportunities to obtain outside, expert, input are limited, teachers may struggle to find appropriate, affordable ways to extend their professional knowledge and skills. Instead, they may need to find alternative ways to create development opportunities for and by themselves.

This presentation describes how a successful collaborative, team-teaching partnership created unexpected self-directed professional development opportunities for the two presenters, which led to the development of other teachers within their original institution, and, eventually, teachers abroad.

Via a series of collaborative classroom projects, what began as a two-member, team-teaching experiment, burgeoned into a curriculum-based standard. Along the way, other teachers became inspired to collaborate on team-taught learning projects with their specific learner groups. The professional growth that has ensued, has led, fourteen years later, to both presenters participating in teacher development programs across Asia, and to the involvement of their original teaching peers, in some of these programs. The presentation will offer suggestions for how teachers can create context-relevant, effective and innovative ways to develop themselves professionally, in collaboration with their colleagues and learners. In sharing this personal journey, participants will explore achievable ways to take charge of their own professional development pathways, thus minimizing the need for outside experts' help.

**Abstract no: 1038**

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**Motivation in Learning English in Students of Non  
 Native English Speakers at STIE Perbanas Surabaya**

Low competence in English for the students of Non English native speakers have been crucial so far for the teachers in language teaching in Indonesia. This study attempts to explore students' motivation in learning English at STIE Perbanas Surabaya. This is a qualitative research, a case study. The method used in this study is descriptive one. This method is chosen to describe the qualitative data that taken. Besides, mixed method both qualitative and quantitative, also applied in this study. It is based on any blend of qualitative and quantitative proof. The instruments to get the data are questionnaire and interview. In getting the data, first, the students are given questionnaire about their motivation in learning English at STIE Perbanas Surabaya. Then, to get a better data, interview is conducted. Some of the students are being interviewed deeper related to their motivation in learning English at STIE Perbanas Surabaya. The data of this study shows that 78% of the students are studying English because it's a compulsory subject in the university. The next result is 59% of the students do not agree that learning English is easy. In conclusion, there are intrinsic and extrinsic on students' motivation in learning English at STIE Perbanas Surabaya, whereas extrinsic motivation on students, plays a significant role on their language learning succeed.

**Abstract no: 1039**

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**Exploring Types and Levels of Motivation of English as a Foreign  
 Language (EFL) Learners at an Education Faculty in One of  
 Indonesian Private Universities**

Motivation is regarded as the main factor for successful language learning. Without sufficient levels of it, the successful learning can hardly be achieved. Regarding this issue, the present research was aimed to explore types and levels of motivation of learners in an Indonesian private university. The research used descriptive method using survey technique. 151 third semester learners of non-English majors of Faculty of Education and Teacher Training of an Indonesian private university in academic year 2015/2016 participated in this research. Questionnaire was administered to the learners to find out types and levels of motivation. The results revealed that (1) types of motivation of the learners were more integrative ( $M=3.72$ ) than instrumental ( $M=3.70$ ). Furthermore, (2) the learners were moderately motivated ( $M=3.71$ ). This indicated that the learners learnt English in order to be able to communicate in English and they would learn English even if it were not obliged by the university. These results imply several suggestions: (1) in TEFL practice, lecturers should provide the learners with appropriate instructional materials, (2) teaching learning process should be stimulating and (3) assessment techniques must stimulate and sustain learners' motivation.

**Abstract no: 1040**

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**Teaching Techniques for Intercultural Competence Development:  
 Implications for English Language Teachers**

While language proficiency is no longer the sole goal of language education, many national language curricular documents have highlighted the importance of developing intercultural communicative competence. However, little evidence has been provided on how to achieve this goal. To address this knowledge gap, this paper discusses the effectiveness of ten selective teaching techniques that can be used for developing intercultural competence (IC). Descriptions of these teaching techniques will be illustrated with sample module

activities of an online professional development course on IC and course participants' feedback. Grounded in Byram's (1997) IC model, these module activities focused on the development of five IC dimensions: Attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. 84 tertiary English language teachers across cultural and geographical boundaries were involved in the online course. Findings from 344 participant meta-reflections and feedback forms showed that participants positively acknowledged the relevance of module activities to their IC development and the applicability of these activities for their intercultural language teaching. Despite some drop outs, the Moodle logs also demonstrated participants' active engagement and interests in the module activities. It is suggested that English language teachers should adopt or adapt these teaching techniques to foster an intercultural approach in their English language teaching.

**Abstract no: 1041**

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**To See is to Believe: Fostering Instructional Change through Co-Teaching**

Coaching will lead to a promising instructional change and a rewarding coaching relationship, with the condition that a right coaching model must be in place. Knight (2007) suggests co-teaching as one of the coaching models which is essential in promoting instructional change through partnership. A case study was carried out to comprehend the practicality of co-teaching model in assisting instructional improvement. It involved two young teachers from two different rural schools. Co-teaching model began with the co-planning of lesson by the coach and coachee. The instructional role of each party was decided too during the co-planning stage. During the lesson, when the coachee was teaching, the coach observed and took note of the teaching and learning events in the classroom and students' responses, and vice versa. After the lesson, a reflection session was carried out based on the notes taken. This coaching model was piloted for 3 times for each respondent. At the end of the study, a semi-structured interview was conducted with these two teachers as to get their feedback on this coaching model. In addition, their instructional changes were noted and linked with the students' engagement. The findings suggested that co-teaching did lead to a clearer instructional change as the respondents were able to visualise the desired instructional steps better, particularly when implementing newly learned instructional strategies. Besides, a sense of partnership with the respondents was successfully strengthened.

**Abstract no: 1042**

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**Using Genre Pedagogy to Support the Development of Oral Skills**

Second language learners who are in high enclosure settings (with restricted access to authentic language use by the target discourse communities) can have greater difficulties than others in learning the discourse conventions of those communities. Genre-based teaching (GBT) is designed to bridge this gap and has achieved successes in the teaching of literacy skills. It can also be applied to the teaching of oral language skills. In this presentation, I will present the theoretical background to GBT, and demonstrate how a genre and functional grammar analysis of transcripts of dialogues can support the teaching of spoken language. Following this, I will introduce a GBT framework, and participants will have the opportunity to reflect upon and discuss how appropriate GBT is for their own teaching contexts. Upon completion



of this presentation, participants should have a clearer idea of the theoretical bases of GBT, have exposure to analysis of spoken texts, and have considered the pedagogic framework of GBT for their own teaching context.

**Abstract no: 1043**

**Integrating Core Skills in English Class**

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Preparing students for 21<sup>st</sup> century life should be started by preparing the teachers. Six core skills introduced by the British Council to support teachers. These core skills are usually presented in professional development training on their own.

English teachers have ample opportunities to develop core skills either through the instructional materials, activities, skills, and behaviour that link to the development of core skills. This workshop will demonstrate how English teachers can integrate core skills in their lesson.

**Abstract no: 1044**

**Reflective Practice: the Teart of Professional Development Training**

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In Indonesian context, the most recent professional development training for English teachers set up by the government is PLPG or in-Service Certification Program. The main purpose is to improve teacher competences and professionalism. However, at the practice, PLPG is criticized as highly budgeted program with little impact. PLPG, indeed, has made Indonesian teachers more prosperous, but gives no improvement in their teaching process (Abbas, 2013). In addition, the report by World Bank indicates that the teacher certification program which was initiated in 2005 contributes little to the improvement of national education quality (Jakarta Post, 2013).

Observing the process of PLPG, the heart of training called reflection did not exist. Training activities were dominated by input sessions by the lecturer. The workshop activities were to prepare lesson plan for peer teaching. This session presents how reflective professional development training is conducted to improve teachers competence and professionalism.

**Abstract no: 1045**

**Insights into Peer Review Practice in L2 Writing Classrooms**

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Peer review is widely incorporated as a part of writing process across the fields of L1 and L2 writing and is viewed as a beneficial tool to foster students' writing skills. However, the empirical studies on of peer review in L2 writing, especially in an EFL setting, are done in a small scale and limited. This study aims to 1) explore and identify common practices of peer review in EFL writing classrooms; 2) identify strengths and weaknesses of peer review practiced in the studied context; and 3) develop a suitable guideline of peer review practice for an EFL writing context. Three research questions are as follows. 1) How is peer review practiced in EFL writing classes? 2) To what extent do EFL students and teachers find peer review beneficial to their writing output and learning outcome? 3) What are the essential elements and forms of peer review that students and teachers find beneficial to their learning and writing development? Three L2 writing teachers and seventy- seven students participated in this study. Empirical data was collected through questionnaire, interview, and content analysis of L2 writing syllabi. Results of the study supported that theoretically peer review is very necessary in fostering EFL writing output and learning development. The process of peer review especially has extended writers' thinking and reading skills. Participants all agreed that peer review must remain as a

component of the EFL writing process but needed to have a more active form and reliable assessment. The final discussion outlined the guidelines of a suitable adapted form and practice of peer review for an EFL context.

**Abstract no: 1046**

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**Ascribed and Claimed Identities: Teaching Adopted and Foster Children in Japan**

In Japan, the number of institutionalized children is very high (Demetriou, 2014), but recently more and more families are adopting and fostering children. In the past, most of these families were foreign, primarily from the Christian missionary community, but now other families, including Japanese couples, mixed-race couples, and foreign expatriate couples are doing so as well. When children are raised by Japanese couples, they are generally treated in the same way as other children in their schools, and teachers may not be aware that children are adopted or fostered, but when one or both parents are foreign, this situation changes. Japan, while having a long history of in-family adoption, does not have such a history when it comes to adopting or fostering the children of others. Although the number of families doing so is increasing, there is still a lack of information on the part of the not only the general public, but also educators when it comes to dealing with adopted and foster children, especially those from mixed-race or expatriate families. The kinds of problems such children face from having being institutionalized (developmental delay, cognitive disorders, abandonment and identity issues) is compounded by the fact that their adoptive/foster parents are different from those of their peers. The purpose of this presentation is to highlight problems these children may encounter at school as well as offer some recommendations for teachers and teacher educators in order to ameliorate these issues.

**Abstract no: 1047**

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**Utilizing Learner Interactions to Strengthen Vertical Integration within a Curriculum**

A good curriculum will be carefully designed so as to facilitate smooth and logical progression between the component courses and different years of an English language program. Nevertheless, in large educational institutions, it can be all too easy for a program to become fragmented and compartmentalized, with little sense of connection between classes or continuity through the whole. Each academic year, teachers and students participate in a variety of courses and from both perspectives it can be hard to retain a focus on the overall objectives and progression of the course of study. However, by building explicit connections between courses at different stages of a program, teachers can help learners to gain a sense of the larger picture. Creating and assigning tasks that require first and second-year students to engage with their third-year counterparts is one way that teachers can offer students an early insight into their language learning future, as well as helping to build links between learners at different stages of their university career and language development. This type of vertical integration within a program can benefit all parties: younger students can begin to conceptualise what they can achieve, while older students are afforded a chance to reflect upon how far they have already come. This presentation will introduce several such tasks, through which students in different year groups were able to engage with each other in English and build connections between the content and goals of their various English courses.

**Abstract no: 1048****The Incorporation of Mind Mapping into Chunk Teaching in Application-Oriented Colleges in China**

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Private colleges had long been overlooked in China, however, the good news is that more significance has been attached to it since 2016. As one kind of private colleges, application-oriented colleges are expected to take a more important role in tertiary education. To enhance English teaching in these colleges, more research is supposed to be done to elicit more information on students' vocabulary knowledge and to explore more effective vocabulary instruction approaches which adapt themselves to these students. To have a good understanding of the vocabulary knowledge of these students, the vocabulary size test as well as the vocabulary depth test was administered to 300 non-English-major freshmen of an application-oriented college (Guangdong Polytechnic College). The results demonstrate that the average vocabulary size was only 1780 words and their depth of vocabulary knowledge was particularly insufficient. Given the low language proficiency, insufficient vocabulary knowledge, as well as the lack of learning interests of the students of application-oriented colleges, a vocabulary instruction approach incorporating mind mapping and chunk teaching is suggested in the hope that it can help to reduce cognitive burden, enhance learning efficiency as well as English language proficiency.

**Abstract no: 1049****Academic Reading Needs Analysis: Pilot Study of Malaysian Prospective Higher Education Students**

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Academic Literacy (AL) has been established as an important enabling tool for tertiary students. It is equated to the competencies in gathering, processing, evaluating and interpreting information critically to finally producing the information as part of their tertiary education products (Nambiar, 2007; Weideman, 2014). Academic reading (AR) is one of AL competencies that should have been developed during students' earlier educational tenure before enrolling into higher education. Nonetheless, there is a gap between AR demands in university and those in school as students are exposed to limited AR in school. Thus, the aim of this article is to look into Malaysian 2016 Sijil Pelajaran Malaysia (SPM) school leavers as prospective higher education students' AR needs. This is done via a Needs Analysis (NA) study. Three varieties of NA namely Present Situation Analysis (PSA), Learning Needs Analysis (LNA) and Deficiency Analysis (DA) are explored using a questionnaire (quantitative method). A purposive sampling of ten participants is adopted to gather data which was then analysed and presented by means of descriptive statistics. The findings show that the participants have only a fair knowledge of AR and considered AR as vital for their success in higher education. Furthermore, the participants conveyed that they prefer group work in improving their AR of which they have minimally learnt in school. The valuable insights and findings from this pilot study suggest that a full scale study should be carried out. Results from this full scale study should then be used to design an AR course to close the gap between AR in schools and higher education.

**Abstract no: 1050****Learner-Centered Teaching: What Makes It Effective?**

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Learner-centered teaching is an approach to teaching that is increasingly being encouraged in education. In Indonesia, learner-centered teaching has been popular since the government decided to try out the 2013 curriculum. In the 2013 curriculum, it is a must for every teacher to apply learner-centered teaching. It should be able to give space for students to

learn the material based on their needs, interests, ability and their learning styles. However, it is not always effective since teachers are lack of creativity, lack of responsibility and knowledge. Most teachers are hardly implement learner- centered teaching. It is also not working for non motivated, under-prepared or silent students. Therefore, this study was sought to find out teacher's efforts in implementing learner-centered teaching effectively, and teacher's role in learner-centered teaching. This study was conducted qualitatively using a descriptive design with two English teachers from two junior high schools as pilot project schools of the 2013 curriculum were chosen as the research sample. Two kinds of instruments employed in this study: observation and interview. The study revealed that several efforts done by teachers in learner- centered teaching are teachers are not a conveyor of information, teachers give autonomy and responsibility to students for material they learn and their own learning in general, teachers use highly engaging core content that meets the needs of the students and give feedback to help students to improve.

**Abstract no: 1051**

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**Professional Development of EFL Teachers in Vietnam for the Past Decade: Achievements and Drawbacks**

Vietnam has become more integrated into the world. It is now an active member of many international organizations, including WTO, APEC, and ASEAN. During this shift towards global integration, English is used as the main means of communication. English has thus become the most popular foreign language taught and studied at all levels of the educational system in Vietnam. Teaching English has therefore attracted great interest and investment from the government and public sectors. Many policies on foreign language education have been introduced, resulting in the implementation of a wide variety of professional development (PD) programs for English as a foreign language (EFL) teachers. EFL teachers continually engage in various formal and informal PD activities as a way to meet growing requirements and challenges in their teaching job.

What are the achievements and drawbacks of PD for EFL teachers in Vietnam? The authors of this paper will provide an analysis of both research literature and policy documents related to PD for EFL teachers in Vietnam, and identify the successes and areas of improvement for the past ten years. It is anticipated that this analysis will exert some influence on policy improvement, decision making, and designing PD programs in Vietnam. These conclusions may also provide a useful reference for other countries in developing PD for EFL teachers.

**Abstract no: 1052**

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**Investigating the Effects of Flipped Classroom' Methodology on L2 Learners for Improved Learning Skills in Their English Language Performance**

This paper investigates L2 learners' ability to improve in their learning skills. Our study's focus is to assist our L2 English learners move higher up to the Bloom Taxonomy scale. According to Bloom's Taxonomy Pyramid, learning domains are categorized into the cognitive (knowledge), affective (attitude) and psychomotor (skills). To do this we employed the Flipped Classroom' approach, a pedagogical model whereby lectures and homework elements of a lesson are reversed. In our study, a correlation between the students' present and improved status of their learning skills was investigated, using the varied online tasks. This is to produce active, autonomous learners who can translate newly-acquired knowledge into productive outcomes. For this investigation, 37 learners with the First

Certificate Level proficiency and 27 learners with English for Academic Purpose proficiency were selected. The research results revealed that 89% responded favourably of this learning approach. Learners' feedback that they could work at their own pace and the uploaded materials enabled them to analyze, evaluate and create the appropriate answers to the questions provided in the tasks. 11% of learners faced challenges on time-constraint in completing tasks, lacking Internet and study facilities at home or preferring the 'traditional' form of learning in the classroom. In order for Flipped Classroom to be totally effective it is recommended that learning is done using the 'buddy' system. As a result they are able to support, motivate and help develop their learning skills, which will enable them to accomplish given tasks effectively and produce positive results, holistically.

**Abstract no: 1053**

**Literature in Language Teaching: Assessment of Students Attitudes and Knowledge**

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The literature in English component was a journey introduced by the Ministry of Education in the year 2000 to boost and elevate the proficiency level of English and to also contribute to students' personal development in terms of communication, character building and perspective of the world (Kaur & Mahmor, 2014). Sixteen years have passed since the literature in English component was introduced in the English language curriculum as a tested component. Many studies were done over the years looking at the teachers and students' perspective of the literature component. To add to the growing body of research on the literature component, this study conducted an analysis of students' attitude and knowledge towards the literature component using the revised framework of Bloom's Taxonomy of Educational Objectives (Bloom, Englehard, Furst, Hill, & Krathwohl, 1956; Anderson & Krathwohl, 2001) from the Cognitive and Affective domain. Specifically, the study aimed to answer these research questions: i) What are the students' attitude towards learning the literature in English component in the classroom? ii) What knowledge of literary concepts do the students reflect when assessed orally? and iii) What is the relationship between students' knowledge and attitude of the literature in English component? The findings indicated that students possess aesthetic and affective characteristics and have shown highly positive attitudes towards the literature component as well as having basic knowledge of literary concepts in the literary components which categorise them at the mid-level of the cognitive domain. Students also prefer a relatable genre of text for their short stories and novels which they can fully engage in. This study is definitely an advantage for Malaysian English language teachers because classroom teaching would rely heavily on the teacher's guide on the literature component to make full use of it in executing the lesson. Furthermore, this study recommends that future research can be done on the incorporation of 21<sup>st</sup> century skills in literature such as the usage of the 4 C's (communication, collaboration, creativity and critical thinking) and how it can be embedded in the component.

**Abstract no: 1054**

**Teaching and Assessing Public Speaking Skills of EFL Students at the College Level**

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How effectively can we as EFL teachers teach public speaking skills and then assess these skills? In this presentation, we will discuss two different approaches aimed at improving public speaking skills of EFL students at two Japanese universities. The first approach is getting

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students to shadow a portion of an actual Ted Talk over three different time points during the semester. Each student performance is video-taped and students watch their own performances and write a reflection paper based on faculty and peer feedback. The second approach is to have students do a Toastmasters-style impromptu speech (they basically draw a question out of a hat and make a short speech) again, over three time points. Each student performance is again video-taped and students evaluate their own performances. To measure whether students have improved over the three time points, we developed an 18-item English speaking assessment tool and had trained coders evaluate each student's video footage. Statistical analysis showed significant improvement in their scores. A factor analysis of the scale items revealed three factors: voice projection, confidence, and speed as independent factors, shedding light on the importance of increasing student confidence as a factor for success. We will share the step-by-step process of both our lesson plans, discuss the effectiveness of these approaches and the insights we gained on how to teach public speaking more effectively.

**Abstract no: 1055**

**Using Multi Approaches to Improve Reading Fluency in ESL Classrooms**

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Teachers, teacher trainers, and curriculum writers are particularly concerned with the development of reading skills among primary level learners. Fluent reading skills according to Mikulecky (1990, p.1), helps to stir the minds of readers and incontrovertibly contribute to the conscious and unconscious thinking processes. Despite its importance, reading is and has become the most challenging area in ESL and EFL classrooms. The subject of what makes a good approach or intervention to improve reading fluency is widely debated. Some of the conventional teaching methods would suggest that teachers can make little or no difference in improving their pupils' reading fluency unless through remedial classes or in small groups. In contrast, there is research that indicates teachers can make a noticeable difference by using the ideal approach or intervention to produce positive results. This paper aims to share and create an awareness of the potential in using multi approaches through songs, rhymes, music, realia, flashcards, games, and the use of the new Principled Eclecticism method to improve reading fluency in an ESL primary classroom. Drawing on the research findings and reports of the use of multi approaches, this paper proposes the introduction of multi approaches for improving reading fluency in English at the primary level.

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**Abstract no: 1056**

**Self-Assessment in English Language Learning: Why is It Important?**

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The transition from traditional assessment to authentic assessment requires not only the teachers' capability in choosing appropriate assessment method for assessing students, but also the students' readiness. The condition where the *exam-culture* which is developed more than *learning culture* might trap the teachers in tensions between 'teacher-controlled' and 'learner-oriented' teaching, and the 'measurement-oriented' and 'learning oriented' aspects of assessment (Carless, 2005:47). Meanwhile, the 'spoon feeding' system might left negative effects upon learners' cognitive style and preference which result to the lack of self-confidence among students since their knowledge are solely based on theories that they cannot applied them in their daily lives. As students put high dependence on their teachers, they limit their ability to think independently and critically resulting in poor creativity skills; hinder their true potential and confidence. To adequately deal with these problems, The Indonesian

Ministry of Education and Culture Decree No. 66 Year 2013 about Evaluation Standard allows the assessment process to use authentic assessment in the form of observation, self and peer-assessment, journal, portfolio, project, and performance for learning and instruction efficiency. However, compared to the other methods of formative assessment, self-assessment has not been widely used in classrooms in Bali elementary schools for teaching English due to the lack of guidelines for its use even though as an authentic assessment method, it is revealed that self-assessment give advantages for the teachers to gain information on the students' affective state which could not be offered by the other types of assessment, and the practical instructional merits of self-assessment is also found affecting the learners' English proficiency.

**Abstract no: 1057****Improving Teachers' Lesson Plan through Implementation of Problem-Based Learning For TEFL in IKIP Veteran Semarang**

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Mastery of foreign languages, especially English is very important for students, but a monotonous learning model making English communication competence of students cannot develop properly. Therefore, researchers are interested in using Problem Based Learning model for the improvement of communication skills in English. Lesson plan is an important part of instruction which consists of some aspects (Goals, Objectives, Activities, Media, and Assessments). The purpose of this study is to know how big is the influence of the PBL learning model on improving communication competence of English students and reports the investigation of the aspects taken in the lesson plan in implementing Problem Based Learning. As many as 16 lesson plans, written by two English Lecturers in IKIP Veteran Semarang, were analyzed using qualitative method and descriptive case study as its framework. The method of this study is descriptive qualitative with 32 samples of IKIP Veteran Semarang students of 2016/2017 academic year. Based on t-test, the result of the research showed that  $p = 0.00$  and  $r = 0.939$  for  $p < 0.05$  then  $H_0$  is rejected, that means there is a difference between students "English competence before applying PBL model on teaching learning process and after applying PBL model for teaching learning process.

**Abstract no: 1058****Teaching Life-Skills in Primary English Classrooms**

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In primary English classrooms, we do so much more than teach English. We have the privilege of imparting knowledge across many subject areas, we have the chance to influence positive character traits, and perhaps most importantly we have the opportunity to nurture essential life-skills. When students step outside our classrooms, how prepared are they? How well have they mastered some of the most basic life-skills? For example, can they make good choices about healthy living or personal safety? In this hands-on workshop we will consider five basic life-skills that every child should be encouraged to master. We will demonstrate simple and effective ways to integrate the teaching of these life-skills into English language lessons.

**Abstract no: 1059****An Investigation into Conceptual Metaphors Denoting Life in American and Vietnamese Short Stories from 1975 to 1991**

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Metaphor has attracted the attention of scholars interested in language, especially rhetoricians and literary critics, for more than 2000 years. Traditionally, metaphor was viewed as a matter of language, as a set of extraordinary or figurative linguistic expressions only used in

literature with the aim to embellish discourse. However, cognitive linguistics presents a different view of metaphor, stating that metaphor, in its broad sense, is pervasive and essential in language and thought. It is defined as understanding one conceptual domain (target domain), in terms of another concrete conceptual domain (source domain). The concept of life has been one of the most common target domains, which is hard to fully comprehend without establishing a set of mappings, i.e. a set of systematic correspondences, between this undelineated notion and other better-known one. Therefore, this study attempts to probe into conceptual metaphors denoting life in American and Vietnamese short stories from 1975 to 1991 from the perspective of cognitive linguistics. Basing on a relatively considerable number of collected data, the author makes an investigation into the similarities and differences in the use of these conceptual metaphors in both languages, in the hope to contribute a part to the process of foreign language teaching and learning, and translation practice.

**Abstract no: 1060**

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**Planning and Supervising English Teaching Practicum in Elementary School: An Experience Working with Apprentice Teachers from Fontys University, Nederland**

Once a blooming field, Teaching English to Young Learners in Indonesia slowly loses its fame after the government announced that English is no longer compulsory in Elementary Schools (ES). In Yogyakarta, Indonesia, of five regencies, only one decides to keep English as a subject in ES. In this Sleman Regency of Yogyakarta some students from FONTYS University, Nederland do their teaching practice. This article aims at describing how the program is conducted.

**Preparation.** Preparing the practicum includes needs survey to gain information on what the student-teachers really need to do and have, their teaching experiences, and their expectation.

**Practicum.** This step is divided into five parts: orientation, observation, preparation, teaching practice and class supervision, and evaluation. Orientation includes Indonesian elementary school culture, appropriate outfit to wear to school, and dealing with headmaster and teachers. School observation is conducted twice and the results of the observation are discussed with supervisors. At practicum preparation STs present their teaching plans which includes materials, media, and activities. During teaching practice, the ES English teachers stay in class but supervisors sit minimum three times for classroom observation. Every two weeks, a meeting is conducted between student-teachers, school teachers, and supervisors to evaluate STs' teaching performance.

**Evaluation.** The final step of the whole process is program evaluation. Program coordinator receives written feedback from the STs, English teachers, and school headmaster related to the program.

**Abstract no: 1061**

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**Using Word Games and Pictures in Teaching and Retaining Vocabulary: A Case Study of Teaching EFL for Indonesian Rural Students**

This study reports on using word games and pictures in teaching and retaining vocabulary and it is a case study of teaching EFL students in rural and disadvantaged areas of Indonesia. Two books on *English Vocabulary Word Games and Pictures* have been produced to be used by these EFL teachers and students. Using three schools in three different areas in Indonesia as the sample, this study has revealed that the use of word games and pictures is not only useful but also powerful for both EFL teachers and students. These two techniques are *useful* \_ for teachers to



teach \_ and *powerful* \_for students to retain their vocabulary. There have been several positive changings identified in the teaching and learning process using word games and pictures, namely: teachers can vary the way they teach, they can get their students engaged in the teaching and learning process, students are more active and they seem to enjoy the lessons more, they find it easier to retain the vocabulary they have learned, the atmosphere of the classrooms become positive as both teachers and students can create favorable learning environment, and the teaching style is no longer teacher-centered but student- centered. Data from tests (both pre-test and post-test), observations, and interviews with both teachers and students have been used to come to the main conclusion that the use of word games and pictures is effective and helpful for EFL teachers and students of Indonesian rural schools in teaching.

**Abstract no: 1062**

**Discourse Analysis on the Buginese Lullaby Lyrics  
Entitled Yabe Lale**

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The study aims to show how discourse analysis is implemented to sum up the context of an amazing Buginese lullaby entitled Yabe Lale that is originated from South Sulawesi, Indonesia. It is necessary to deal with this lullaby because it would point out the characteristic and descriptive linguistics of Bugis language as well as represent social identities that occurred among the former Buginese community. The writer examined thoroughly the speech acts involved within the lyrics and videos of Yabe Lale in order to discover: syllables, stress and grammar sketch of Bugis language; the comparison between Buginese language and English language, the context of situation, the relation in the discourse, and the composer's attitude, perceptions, and beliefs about what can be seen in Buginese culture. To identify all the elements, the writer thought of the speaking grid listed by Hymes (1962: 26, 1972: 58), types of category developed Holsti (1968: 645), and a typology of content analysis procedures developed by Merten 1983: 101ff). The findings displayed the existence of linguistic differences between Bugis and English language so that English teachers ought to have awareness and special competence to provide accurate materials and methods in teaching English as a foreign language to Buginese community. In addition, the findings are also able to reveal the explanations why Buginese men liked to wander, Buginese women liked to weave, and Buginese community has a tradition —uang panaik (wedding present) till today.

**Abstract no: 1063**

**Examining Intercultural Sensitivity in English Higher Education  
Contexts**

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Most current research in English language education focused on generic understanding own and cultures, and culture and identity. Few studies have investigated intercultural sensitivity in English language education. Drawing from Chen and Stratosta's (2000) intercultural sensitivity concept, this paper aims to examine students' understanding of intercultural sensitivity in university classroom contexts. The study employed a pragmatic epistemology which combines quantitative and qualitative approaches. The questionnaire was sent to 100 students of English Language Education and then followed by interviewing 10 students as a representative of the total participants. The findings indicated that there were various types of responses in relation to intercultural sensitivity. Participants signaled that the more intercultural contexts with people from other than their own cultures, the better they understand, engage and behave to others. The implication is that intercultural sensitivity

should be introduced as one of the key elements in cross cultural understanding and communication units in English language education. This research has significant contribution to the application and theoretical debate of intercultural understanding both nationally and globally.

**Abstract no: 1064 Inspiring Creative and Imaginative Learners: A Workshop on Creative Writing**

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This paper aims to highlight a workshop that was conducted to expose, guide and inspire secondary students in developing their creative ideas. Hickely and Webster, 2001 stated that all children have the potential for creative development. Inspired by this notion, and that creativity is a much sought after skill of the 21<sup>st</sup> century, Oxford Fajar Publishers organized a series of creative workshops nation-wide, for secondary and tertiary students in Malaysia. A total of about 800 students and 180 teachers attended the workshop. This paper will discuss the different activities used to jump start the students' creative ideas, the stages involved in the process of creative writing as well as the tools of language they can use to enhance their creative writing. The final discussion will be on feedback from the students and teachers about the workshop.

**Abstract no: 1065 Semiotics for Interpreting 21st Century Quilt's Cultural Values from the U.S. and Indonesia**

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Historically, quilt making has been recorded in the United States of America since the 18th century not only for its function but for the social expression of its people to their environment. It is of interest that different colors and symbols used in designing and making quilts give knowledge to what quilt creators want to express. By use of library research and analytical- descriptive method, an American Studies class in Indonesia can learn about the socio-cultural and historical perspectives to comprehend how designs have evolved from the 18th to the 21st century of the U.S. and how through a transnational process, it has influenced its neighboring countries. By teaching students how to employ semiotics, interpretation of meanings help reveal the stories behind the designs used in quilts. The U.S. cultural values such as loyalty and obedience are found to be the striking values to express what became the quilt creators' ideas of the quilt making. This persistence of the values shown in Indonesian quilters have become an interesting finding for the Indonesian students studying American Studies class in Soegijapranata Catholic University.

**Abstract no: 1066 Evaluating English Teachers' Problems in Applying Curriculum 2013 at Vocational High Schools in Tegal**

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The 2013 curriculum is regarded as the current issue for teachers and students. This curriculum is based on the competencies concerning on implementing four aspects of spiritual, attitude, knowledge and skills in order to achieve students' character building. This study, moreover, investigates the teachers' problems in applying the 2013 curriculum at vocational high school in Tegal. Four English teachers are observed and interviewed to obtain data. The data is analyzed referring to four points; (a) preparing lesson plan, (b) applying the steps of teaching learning activities, (c) preparing media, and (4) making evaluation. The result shows that; (a) three teachers do not prepare lesson plan before their teaching learning process, (b) for all teachers, they understand the principles of scientific approach and the basic concept of 2013 curriculum (i.e. inquiry-based learning, project-based learning, discovery-learning,

problem-based learning and task-based learning) but they do not apply it in their teaching, (c) one teachers prepare the teaching media but the others do not prepare it, and (d) all teachers get the problems in valuing students' attitude (behavior).

**Abstract no: 1067****Need Analysis in Improving ESP for Midwifery Student**

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The emergence of English for Specific Purposes (*ESP*) teaching movement resulted from the English Language needs of the learners for specific purposes in accordance with their profession or job description. English for Specific Purposes (*ESP*) is understood to be about preparing learners to use the English language within academic (student of different field), professional (people of different profession such as doctor, or engineer) or workplace environments. Then, the first step in an *ESP* course design is Need Analysis. Needs Analysis play a major role in determining the content of courses, particularly for language items and skills . As well as using needs analysis to set language goals, it is useful to decide the basis for the ideas content of the course. This paper is an attempt to focus on the important of considering student needs and wants from the *ESP* course that is taught to midwifery student of STIKES Widya Dharma Husada, Indonesia. This is done by conduction a need analysis study to enable the teacher to choose the appropriate techniques and method of teaching this course. It is also known as needs assessment. The finding of the study revealed that need analysis has a vital role in the process of designing and carrying out *ESP* Classroom.

**Abstract no: 1068****The Practice of Assessment in Writing: A Case of a Non-Certified English Teacher**

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Assessment plays a significant role in understanding learners' problems as well as measuring their progress after a period of learning time. Thus, the Indonesian curricula have mandated teachers to assess their students' learning performance appropriately. This case study was to investigate how the English teachers perceive the writing assessment mandated by the Indonesian curricula and put it into practice. This study involved seven certified and eight non-certified English teachers of junior high schools in Banyumas Regency. The qualitative data were obtained from semi-structured interviews, teacher observations, and stimulated recalls. The preliminary research finding was sourced from a non-certified teacher's interview and investigated by following the inductive analysis principles. This paper is primarily to elaborate how s/he put her/his knowledge to assess the learners' written texts into practice. The identification of this teacher's potential insights is beneficial to formulate more concrete strategies to help teachers improve their assessment knowledge and practice which will enhance the learners and their learning outcomes.

**Abstract no: 1069****The Professional Identity of Chinese Teachers of English in the Globalized World**

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The English language has functioned as a lingua franca (ELF), facilitating intercultural communication across boundaries for people who speak different first languages in various settings. In English language teaching (ELT), the relationship between the global status of English and the traditional teaching methods that aim to lead learners to achieve native competence has sparked a debate regarding how English should be taught and learned in the future in order to meet students' needs. The

development of ELF has generated an issue of professional identity in terms of how both native and non-native teachers of English should be perceived and how they perceive their own professional selves, especially when the concepts of fixed language standard and monolithic identity have been challenged. With China as the case in point, by focusing on the concept of identity in the globalized world, the paper employs a narrative inquiry to explore how university-level Chinese ELT professionals who have had experience in education abroad construct and negotiate their professional identities during their experiences teaching English with other native and non-native English teachers. In conclusion, this paper argues the importance of moving beyond the idealized model of the native speaker to globalized ELT practices. It is hoped that ELT practitioners will reconsider the goal and model by integrating local Englishes into curriculum design and reflecting on their teaching practices to apply critical pedagogy to ELT practices.

**Abstract no: 1070**

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**The Effectiveness of Jurisprudential Inquiry Learning Model in Developing the Students' Competence in Writing Analytical Exposition Texts**

The purpose of this exploratory mixed method research is to describe the implementation of Jurisprudential Inquiry Learning Model in developing the students' competence in writing analytical exposition texts and the students' motivation in learning writing. The subject of this study is the fifth semester students of English Department of Tidar University in 2016/2017 academic year. This study employed in-depth interviews, and on-site observation in collecting the data of the effectiveness of this model in developing the students' motivation in learning writing. In addition to that, the writer used writing test of analytical exposition text to know the improvement of the students' writing skill. Following Milles and Hubberman's theory (1994), the writer analyzed the qualitative data through data reduction, data display, conclusion and verification. For the quantitative data, the writer used descriptive dan inferential statistics. The triangulation was employed in checking the validity of the data. The results show that the implementation of Jurisprudential Inquiry Learning Model is an effective way to develop the students' motivation in learning writing. Besides, it develops the students' competence in writing skill of analytical exposition text.

**Abstract no: 1071**

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**The Role of Metacognitive Instruction in Developing ESL/EFL Listening Abilities: A Theoretical and Empirical Review**

For more than four decades, metacognition has been an area of educational researchers. Some experts has considered that metacognition plays a crucial role in learning, such as in reading and writing, science and mathematics. Several research results revealed that metacognition has the potential to empower students to take charge of their own learning; increase the meaningfulness of students' learning, especially among students who are having problems in learning; and become successful learners. However, the empirical research on metacognitive approach to listening instruction was just a recent development. This paper implicatively highlights the role of metacognitive instruction in developing ESL/EFL listening abilities among students by providing theoretical and empirical foundations drawn from literature. In ESL/EFL listening contexts, metacognitive instruction enables students to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and

strategies for listening. In other words, this instruction may encourage students to have an ability to self-regulate their learning in and outside ESL/EFL classrooms. Therefore, based on the theoretical and empirical review above, ESL/EFL teachers will regard the important role of metacognition and attempt to implement metacognitive instruction as an alternative of effective teaching ways to develop ESL/EFL students' listening abilities in and outside the classroom, particularly in Indonesian higher education context.

**Abstract no: 1072****One-To-One Oral Writing Conferencing Approaches: Room for Innovation**

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ELT instructors have been looking for ways to help students' to develop their writing in a long term process. With the expectation from students and some school's requirement, it is not uncommon that many English instructors in Macau are giving frequent face-to-face writing conferences to their students. This research focuses on the approaches to work with students one-to-one and maximize their intake during their tutoring session for academic writing skills. With an overview of recent and primary literature, this qualitative study examines the methods of writing conferencing by researchers and EFL teachers.

Through demonstrating one-to-one writing conferencing techniques, this presentation aims to share ideas on how to get the most out of an academic writing tutorial without demotivating the students. Presenter shares personal experiences and suggestions from eight different EFL/EAP teachers in Macau, ranging from high school to university level. Finally, the presenter discusses possible outcomes and disadvantage to these approaches. Participants leave the presentation with better ideas for addressing higher and lower writing problems when preparing their own writing conferences.

**Abstract no: 1073****Improving Students' Achievement in Reading Comprehension Using SQRW Strategies on the Second Grade Students of SMAN 9 Samarinda in Academic Year 2016-2017**

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Books are windows of the world. To prove this statement, reading is the only way. Through reading we can explore, know, improve our knowledge and more. The problem is not all of us like to read. Many students especially in my class do not like to read. They give many reasons why they do not like it. So, to make them read is a big challenge. The major problem in this research is –Could SQRW strategy improve the second grade students of SMAN 9 Samarinda in academic year 2016-2016 achievement in reading comprehension?. There are three minor problems in this research which are in correlation to the reading comprehension. They are, first, –Could SQRW strategy improve students' achievement in finding out the main idea of the reading text?. Second, –Could SQRW strategy improve students' achievement in finding out the spesific information of the reading text?. And the last, –Could SQRW strategy improve students' achievement in finding out the word meaning of the reading text? The design of this research is classroom action research. The research subject was XI Social 4 with 25 students. The instrument used was multiple choice given in pre-test and post-test for every cycle. It consisted of 20 items. Keywords: Reading achievement, Reading Comprehension and SQRW Strategy.

**Abstract no: 1074      **A Comparative Analysis of the Heterogeneous Groups through an EAW Test****

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Jawaharlal Nehru University (JNU) in Delhi, admits students to undergraduate, post-graduate and M.Phil/ Ph.D. courses. Indian national students are admitted on the basis of an all-India entrance test as well as through a provision for admitting students from distant rural areas through a system of deprivation points. Hence, a great disparity is manifested in the use of English language skills in academic writings of students. The present paper, through an EAW (English for Academic Writing) test tried to find out if there were relatively uniform differentiated groups exhibiting similar kinds of English language skills. A diagnostic test (DT) was administered to 219 students at the Linguistic Empowerment Cell (LEC) of JNU pertaining to listening, reading, ordinary writing and academic writing skills. Data analysis reveals that only a few factors such as academic disciplines, programs and certain social categories have led to this unequal situation. A one-way between subjects ANOVA was conducted to compare the performance of students across various disciplines, and the Duncan C Post Hoc Test for Multiple Comparisons. These tests helped in identifying three distinct academic groups that cut across gender and important social categories, and led to the conclusion that, instead of a common test, there should be three levels of tests based on disciplines and programs. The implication is also that the Linguistic Empowerment Cell should come up with three programs for the improvement of academic writing skills among of students.

**Abstract no: 1075**

**Touch the Emotion First: English through Poetry**

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Poetry, especially, love poetry, has a sweeping impact upon most audiences, especially the youngsters. Keeping this view in mind, I experimented it in a class of undergraduates ( age ranging from 17 to 19), who came mostly from the interior villages of West Bengal with an awfully poor knowledge of the language. Apart from blindness to the structures, they were not able to spell an English word properly. They misspelt the very basic words like -the||, -and||, -that||, -then||, -after||, -create||, -come|| and the like. I was in trouble. I asked them to read the English newspapers aloud for ten minutes, to copy the same text and check it themselves. But it was difficult to initiate them to do that. It was then that I first thought of writing short love poems and Nature poems on the white board asking them to comment on the poems. It worked. They were immediately drawn to the subjects. I quoted lines which complete a sentence, sometimes the end-stopped and often the shorter run on lines. Then I turned to the poetic prose of Ernest Hemingway and Ruskin Bond, which they enjoyed and loved to discuss. The class was just hypnotized by the musical sweep of the polysyndetons when I quoted the opening lines of *A Farewell to Arms*. It became easy after that to discuss with them the basics of grammar and construction. And then they agreed to do the practice of reading aloud and copying the texts to correct their spelling mistakes.

**Abstract no: 1076****A Needs Analysis Research of English Department Students at Borneo University of Tarakan***Uli Agustina***Gultom***Borneo University  
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This study aimed to conduct a need analysis to examine the English Department Students' needs for the innovation of the ELT curriculum of Teacher Training and Education Faculty of Borneo University. A triangulation research method was followed in the present study. Data was collected by using two different instruments: semi-structured interviews and questionnaires. The items in the questionnaires and interviews addressed different issues related with students' needs, wants and lack, in other words the focus was basically on the importance and effective use of learning strategies related to four basic language skills in foreign language learning.

**Abstract no: 1077****Designing the Intercultural-Based Language Learning for English Writing Classes****Haerazi***Mataram Institute  
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The fact that English teaching and learning nowadays cannot be employed to the direct teaching of linguistic skills such as phonology, morphology, syntax, and vocabulary is faced by Indonesian English teachers. There is much more to teach and learn English. The communicative language teaching (CLT) approach showed that the learning of a language includes the necessary components of cultural knowledge and awareness. The model of English teaching whether in English as a Second Language (ESL) contexts or English as a Foreign Language (EFL) settings was unspecific view how learners acquire intercultural competences. English learners of West Nusa Tenggara Indonesia in which English is as a Foreign Language need an appropriate approach to reach intercultural competences.

To reach intercultural competences is proposed a model of teaching namely intercultural-based language learning (IBLL). The model consists of several stages which are noticing stage, comparing stage, reflecting stage, concluding tentatively, constructing stage, and presenting stage. The model is supported by communicative language principles, genre-based learning principles, and intercultural learning principles. It was implemented in English writing classes for English department students. The materials for teaching comprise of the topics of a wedding ceremony, Thanksgiving, Halloween celebration, and other interesting cultures in some areas of Indonesia, New Zealand, London, United States, and cultures of other countries which are more interesting for students based on the circumstances of the writing level. The cultural texts are relevant to reach the intercultural competences.

**Abstract no: 1078****Developing Supplementary Materials of Public Speaking Based on Communicative Language Teaching For EFL Students in Indonesia***M. Arif Rahman***Hakim,***Mohamad Jafre  
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Public Speaking is a skill that is needed by scholars and students. Teachers need to master themselves in this skill, Public Speaking, because it can help them in creating the teaching materials and to invent a special program to discuss, learn and practice this ability. In preliminary observations, researchers still found that the students in English education department are still getting a lot of difficulties. Thus, the researchers conducted a research and development process and the respondents of this research are students of English education department of IAIN Bengkulu who are taking public speaking subject. The result of this research is a supplementary materials based on Communicative Language Teaching that and consists of 5 chapters; Preparing Speaking publicly, Outlining Speech,

Overcoming Fears and Building Confidence, Presenting Public Speaking, and Types Of Speeches intended as supplementary materials to help the teaching-learning process in public speaking class in English education department of IAIN Bengkulu. The materials has passed the validation from two experts who are competent in their field. The researchers also did the try-out of this material to the students who become the main respondent in the process of this research.

**Abstract no: 1079**

**Cognitive Processes in Understanding English Metaphors**

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This present study was intended to explore the cognitive processes in the learners of English as a foreign language in understanding English connotations. Fifteen students from different semester were selected after being given a test of 75 English connotative words. Through protocol technique, they were interviewed to get data about what connotative meanings conveyed in isolated words, phrases or sentences; how they get the meanings and why they take the meanings to delineate their cognitive process, the researcher posed some connotative expressions to students under three different conditions (1) lexical and connotative contrast; (2) culturally similar connotations, (3) culturally different connotations. The results purported that most of the students obtained the connotative meanings through incidental language learning. To recognize the connotative meanings calls for relatively longer cognitive processes if compared to lexical one; and culturally distinct connotations were interpreted in varied ways.

**Abstract no: 1080**

**Students-Created Video to Enhance Students' Motivation on Speaking Skills of Speaking II Courses (Students' Collaborative Learning)**

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This paper is meant to investigate students-created video to enhance students' motivation on speaking skills of Speaking II course ( students' collaborative learning). The problems of the research are formulated as does students-created video enhance students' motivation on speaking skills of speaking II course? And how does the students-created video enhance students' motivation on speaking skills of Speaking II course? The aim of this research is to find out how far the student-created video enhances students' motivation on speaking skills. The research subjects are three classes of the second semester students in the Academic Year of 2015/2016. The writer randomly collaborated the students of three classes into groups by means of requiring them to creating their own conversation by choosing their own topic of the video to be demonstrated. The qualitative research was conducted by means of interviewing students' responses briefly describing their experience by demonstrating their conversation through created videos helped by trained enumerators. The results of the research are that the students appreciated the video experience; They find it encourage them building up their self confidence to speak English in front of many people or even in public places. They are really motivated to speak English with their friends, they are excited to explore their experience to build up their own creativity, they realized the context of authenticity, and on top of that it helped reinforce the concepts they had been exposed to in class.



**Abstract no: 1081**

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**English Language Teaching at Vocational Tertiary Education Based on TOEIC/ TOEFL and Industry Needs by Utilizing Blended Learning**

Vocational education aims to produce graduates who are ready to work after they graduate, therefore, the English lesson being taught must enable the students to enquire English competencies used in the workplaces. Besides that, to prepare them to win the competition of getting jobs in globalization era and facing Asian Free Trade as well, since the number of job advertisements requiring applicants to be able to communicate in English is increasing.

The test commonly used by industry to measure English competencies of job applicants is TOEIC, but some of them still use TOEFL in the recruitment process. Therefore, this research is aimed to create a learning design for teaching English in Vocational higher educations based on TOEIC/ TOEFL and also based on the English competencies needed in industry by utilizing Blended Learning, a strategic and systematic teaching approach to the use of technology combined with face to face interaction.

In this research, at first need analysis of English competencies in industry is conducted to make the learning design and the teaching materials. Then, they are tried out to the students for three months. The research result shows that the learning design can improve the students' English competencies significantly. It also shows that both the students and the lecturers respond positively to the implementation of the design.

**Abstract no: 1082**

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**Rhetorical Structure Across Cultures: An Investigation of English and Korean Discourse Strategies for Academic Writing**

L2 writing is strategically, rhetorically, and linguistically different in important ways from L1 writing (Silva, 1993). L2 student writers will thus benefit from instruction that covers these differences. Particularly regarding differences at the discourse level, Kaplan (1966) suggested that L2 instructors explicitly teach culturally different rhetorical patterns across languages, opening a vibrant field of study in L2 education: Contrastive Rhetoric (CR). In subsequent studies into culturally unique text organizations, some CR researchers examined Korean texts, and found their seemingly idiosyncratic rhetorical features diametrically opposed to linear Anglo-American texts, depicted as "circular" or "indirect" in Kaplan's (1966) original work. In the Korean EFL context, it is imperative to identify salient rhetorical conventions currently preferred by the Korean academic community as well as how different they are from those expected from the contemporary English academic community. As one way to address this issue, I conducted a comparative analysis of instructional materials designed for undergraduate students in each language. In fact, the study compared two sets of written materials (one for general writing and the other for social science writing) used for writing courses at Korean and North American universities. The results of this study have indicated far more commonalities than differences in suggested rhetorical strategies between the Korean and English writing textbooks. It should be noted that one of the Korean writing textbooks has referenced the majority of texts from English writing guidance books published in North America. These findings appear to imply that English rhetoric has increasingly influenced Korean academic writing.

**Abstract no: 1083**

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**Developing EFL Learning Process and Identifying Identity by Introducing Students to Different Socio-cultural Context through Field Trips: A Case Study of Field Trip to Lajnah Imaillah Community by Students of English Program, Vocational School, Universitas Gadjah Mada**

EFL learning in Indonesia cannot be separated from learning culture. As Indonesia is very diverse and rich in cultures, EFL students need to comprehend and experience the culture both in-class and out-class activities. The cultures that are meant here not only in the forms of traditions and arts but also other groups that are socially and culturally different from students' identity. The purpose of this paper is to identify the influence of field trips to Lajnah Imaillah community on students' understanding and identity as part of cross-cultural understanding and on teaching and learning development in English Program, Vocational School, Universitas Gadjah Mada.

The research was conducted in May 2016. The respondents are 22 students of English Program who joined field trip to Lajnah Imaillah on 14 May 2016. The methods used are interview and observation to the site and situation during the field trip.

The study found that the field trip influences on students' skill in English such as speaking and listening since they used English during the field trip, critical thinking, understanding about different society and identifying their identity as Indonesian citizens in diverse country. This can also develop EFL teaching methods in English Program SV UGM.

**Abstract no: 1084**

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**The Difficulties of EFL Learners in English Pronunciation**

This study discusses the linguistic difficulties of EFL learners in English pronunciation. After collecting the errors (attested data), they are then classified based on linguistics-based and process-based classification. So, it is a descriptive research which is aimed to describe the difficulties in linguistic terms.

The participants involved in this research are 29 participants majoring in English department in Islamic University of Indonesia in their 2<sup>nd</sup> year of study. All of the participants had the experience of Phonetic and Phonology instruction in their 1<sup>st</sup> year of study. This information implies their EFL proficiency level. The research instruments are two short reading texts accompanied with their audio. The data were collected from reading and listening task which is comprised of three-data-collection phases. After the first and second data collection phase, the participants were given feedbacks towards the errors they made. So, the errors data in this research are attested data, not hypothetical data.

The research findings revealed that the participants still have difficulties in English pronunciation. These can be seen in errors that still remain there after being corrected (feedbacks). The errors are sub-categorized into five sub-categories according to linguistic-based classification; lack English phonemes, the different phonotactics, spelling pronunciation of words, pronouncing the silent letters. And the sub-categories of process-based classification are omission (omitting morphemes) and hypothetical pronunciation (so-called pronunciation predictability). The implication of this research is lecturers of Pronunciation subject can develop new effective alternatives of teaching and learning for better outcomes.

**Abstract no: 1085****The Use of Digital Media to Facilitate Critical Reflection in  
Microteaching Class**

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Writing reflection, as part of reflective practice, has been the heart of many teacher education programs. Reflection has a role in student teachers' knowledge, skills, and dispositions (Shandomo, 2010). Moreover, it also gives room for pre-service teachers to develop their professional identity. Traditionally, reflection is written on a piece of paper or in a form of journal.

With the massive development of ICTs, this way may not be appropriate any longer. Reflection may then be produced in various forms of media. For instance, Ryan & Townshend (2012) attempted to look teachers' reflection through popular media. However, little has been done to examine how digital media can be used to facilitate critical reflection. In fact, the Internet has opened up a lot of new possibilities for the users to create digital media, easily and freely. Therefore, through mixed methods, this study aims at figuring out how digital media can be employed to facilitate critical reflection among student teachers. The participants are twenty students of *Microteaching* class at the English Language Study Program, Sanata Dharma University. The digital media that will be involved in this study include *Powtoon*, *Canva*, and *Storyboardthat*. The data will be gathered using questionnaire and interview.

**Abstract no: 1086****The Acquisition of Writing Organization Skill by EFL Graduate Students**

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Language acquisition study usually investigates learners' linguistic knowledge and not language skills. Case studies of language skill acquisition are less done than those of language components. Although language components are essential to academic writing, they cannot, on their own create a meaningful academic essay. Rather than studying knowledge of grammar, spelling, and punctuation, this study investigates the acquisition skill in organizing an academic essay by novice graduate students. The research focuses on the development skill in organizing written ideas from the initial changes in behavior to the current skilled behavior. The organizations of the students' essays written in the probation period are investigated and compared with those of their academic writing essays written for the final project of Current Issues course taken in the first semester. In addition, their written reflection essays are used to support the findings of the development of acquisition skill in organizing academic essays. The findings of this study, then, describe the changes in the students' academic essay organization during their probation period and the first semester at the graduate school. Finally, suggestion and recommendation to the learning and teaching of writing for students and teachers are provided.

**Abstract no: 1087****The Implementation of Information Gap Technique in Improving Speaking Ability at the Second Semester Students of STAIN Parepare**

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Information gap is an activity where learners are missing the information they need, to complete a task and need to talk to each other to find it. This research was carried out at STAIN Parepare and the objective of the research are to describe whether or not information gap technique able to improve the students' speaking ability and describe the way information gap improve the students' speaking. Based on the observation, the writer indicated that The students still face difficulty to express their ideas orally in English. They tend to keep silent when the researcher invites them to interact

*Muhammadiyah  
Parepare*

using English in learning process. The students seem to be unmotivated and have favorable attitudes toward English. To overcome the problem the writer used information gap technique. This was selected to improve student's speaking ability and make the students interested, as well as motivated in learning English. The problem statement of this study were "Is information gap technique able to improve the students' speaking ability? and how does information gap technique improve the students' speaking ability?".

This research used a pre-experimental design, by one group pre- test and post- test. There were two variables they were independent variable of this research is Information Gap Technique and dependent variable of this research is the students' speaking ability. The population of this research was the second semester students of STAIN Parepare in academic year 2014/2015 which is represented by the second semester students in STAIN dormitory, the total number was 186 students. Moreover the sample of this research was take one group of the population by using purposive sampling technique. It consist of 15 students. The research used instruments were speaking test and observation.

The result calculation of mean score pre-test of students was 3.51 and mean score post-test of students was 4.96. It showed that the students' speaking ability was improved. The result finding that score of t-test value was 5.141 while the score of ttable value was (2.977) for the level significance 0,05. It showed that the alternative hypothesis ( $H_1$ ) is accepted, which the t-test value was greater than t-table value. Based on data analysis the writer concluded that information gap technique is able to improve the speaking ability at the second semester students of STAIN Parepare.

**Abstract no: 1088**

**Examining Student Teachers' Lesson Plans: Have They Walked on the Right Path?**

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Teaching internship or practicum at schools is a crucial component of a teacher education program. It is where students of such program are expected to implement and enhance their subject matter and pedagogical knowledge and skills in real classrooms. It is also a way to measure how much they have learnt and how adequate the program has prepared them for real-life teaching situations. Student teachers' internship basically involves designing lesson plans and implementing the plans in their classes. Despite the pivotal role of lesson plans for the student teachers' success in teaching as well as for their professional development, and the challenges student teachers experience with planning a lesson, there is a scarcity of studies on this issue, particularly in EFL contexts. This study, therefore, seeks to find out the extent to which EFL student teachers draw upon and apply, in their lesson plans, the theories related to TEFL that they have obtained from their university courses, and the kinds of issues found in the lesson plans. Data are collected by analyzing lesson plan documents of EFL student teachers, who conduct their internship in Indonesian secondary schools, based on a rubric that describes an interactive communicative language teaching. Interviews are also used to find the reasons behind the design of the lesson plans. The findings of the study reveal the strengths and issues concerning aspects of the student teachers' lesson plans and lead to some recommendation for better preparation of student teachers and improvement of EFL teacher education programs.

**Abstract no: 1089****A Study On The Use Of The English Preposition *In* By Chinese College Students Based On Principled Polysemy Network**

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Since the rise of Cognitive Linguistics, prepositional polysemy has become a heated topic and invited treatments of a great number of cognitive linguists. Tyler and Evans(2003) put forward Principled Polysemy Network, in which they make a distinction between meaning and sense, put forward a criteria to determine a distinct sense, and develop a semantic network for *over*. This contrastive corpus-based study, choosing one of the most frequently used prepositions *in*, referring to Principled Polysemy Network, first classifies the spatial sense and metaphorical sense of *in* by consulting two authoritative dictionaries (Oxford Advanced Learner's Dictionary and Longman Dictionary of Contemporary English) and previous scholars' studies (Ma Dongmei, 2011; Xu Mengqin, 2011), and then investigates the semantic use of English preposition *in* by the Chinese college students. The results show that: 1) Chinese learners overuse *in*, particularly those with the core meaning (spatial and temporal meaning), those with the simple metaphorical meaning and those in set phrases and idioms; 2) Compared with native speakers, Chinese students underuse those with more extended metaphorical meanings; the in- phrases and in-idioms used are less varied than those used by native students; 3) The error rate of Chinese students is not very high except when the learners use *in* to express more extended metaphorical meaning. As the learners' English proficiency improved, the error rate gets obviously lower.

**Abstract no: 1090****Digital Collaboration and the Impact on Motivation and Identity**

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The Japanese government has been encouraging the development of a global outlook and improved language skills for Japanese students in order to compete successfully in the world today. However, in common with most EFL students Japanese university students have limited access to authentic and meaningful communication in English. To address this problem we have been collaborating with an English conversation school based in the Philippines. Over the course of a semester students worked in small groups on four presentations which they gave on a monthly basis to the teachers in Cebu using Skype. Between the Skype sessions the students worked in groups to practice and prepare for their presentations. For each session the students were given a general topic for example 'Filipino Culture' which they then discussed, researched, and prepared for in their group. Multiple evaluation methods from the perspectives of the students and Filipino teachers were used during the sessions to assess their impact on the students. The evaluation methods and their findings will be discussed in this presentation. It was found that the sessions although limited in number had a significant impact on the students including a positive impact on their identities as language users, their levels of language anxiety and motivation to study English.

**Abstract no: 1091****Designing Multisensory-Based Syllabus for Reading Comprehension in EFL Remedial Classroom**

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A Syllabus plays an important role for a course study. It provides a map for both teachers and learners to accomplish specific learning goals successfully. This research aims at designing syllabus model for EFL remedial students of computer science based on Barton Reading and Spelling System (BRSS) which involves the skills of visual, auditory, kinesthetic, and tactile. The syllabus applies ADDIE Model which comprises analysis, design, development, implementation, and evaluation. The design

of the research involves mixed method. The validity and reliability of the syllabus model use peer assessment, expert judgment, and experiment. The research finding shows that the test of effectivity of the proposed syllabus model is proven effective.

**Abstract no: 1092**

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**The Implementation of Online Reading Test to the University Students**

One of the difficult tests faced by the University students is reading test. It is caused by various factors, including the difficulty of the students' to understand the vocabulary used by the author, the situation, the content of the text, and the background knowledge. The ability to comprehend the content of the text requires continuous exercises. Moreover, the use of online reading test could be one of the alternative ways that can be used both by lecturers and students to examine the comprehension of the students in reading test. The use of online reading test conducted in the language laboratory by using intranet, so it is not difficult to the students to access it. This research is conducted for the students of English Education Department Kanjuruhan University. There were 40 participants involved in this research. The results of the implementation of online reading test showed that the students' reading score were improved, the students feel free to do the test without worry. The students' score in reading test were also improved. It is hoped that by using online reading test, students may develop strategies for understanding, synthesizing, and interpreting new information from the text in order to gain better reading score.

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**Exploring English Lexical Inference Strategies Performed by EFL University Students**

English vocabulary for most of English as a Foreign Language (EFL) learners is one of the best predictors of the students' proficiency. However, most of those EFL learners lack English vocabulary. Despite the recommended use of dictionary, the EFL students must also learn strategies for guessing word-meanings in context to replace their needs of looking up new words' definitions in a dictionary. This study investigated three points: (a) Lexical inference strategies and knowledge sources applied by the S2 students while inferring word meanings from an English research paper, (b) their success in inferring word meanings from an English research paper, and (c) the problems the students deal with while inferring word meanings from an English research paper.

This study applied an introspective method since it investigated the set of strategies and sources of knowledge employed during reading. Six English EFL students participated in this study. It was found out that the learners basically employed 12 types of lexical inference strategies which were grouped into four major strategies, namely: form-focused strategy, meaning-focused strategy, evaluating strategy, and monitoring strategy.

Moreover, the learners attempted to infer word meanings through five identified sources of knowledge: morphological, grammatical, first language (L1), discourse, and world knowledge. Furthermore, the learners had different levels of successfulness when using different strategies. Last, there are five lexical problems when the learners inferred unknown word meanings from a reading text.

**Abstract no: 1094****Teaching English to EFL Students by Language Input and Output Methodological Approach**

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The students of faculty of Economics in *Universitas Tulungagung* admit that they can not speak, write, listen and understand English well. This happens because, firstly, they think English grammar and vocabulary are not easy to master. According to them the way how to arrange the words to express their feelings, thoughts is different from the way how they must do communication using either their first or national language. Their difficulty in using English is getting harder because they often do not know the meaning of English words and can not use them in appropriate English context. Secondly English is not used for communication everyday. They learn English just for academic purposes. They are trained to write, speak, understand and listen various English texts just for the university curriculum fulfillment. Their linguistic obstruction and the rare use of English make them less motivated to learn English. This paper describes the teaching experience of the teacher who practices teaching approach in which students are provided with more language input by reading various texts and driven to conduct communicative activities to stimulate the students' interest.

**Abstract no: 1095****Teaching EFL Learners the Past Perfect and Past Simple Through Cognitive Grammar: Experimental Evidence**

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Cognitive Grammar (CG) is a relatively new approach to linguistics that is becoming more mainstream in recent years due to its comprehensive description and meaningful elaboration of grammar (Langacker, 2008). Researchers have been proposing Cognitive Grammar (CG) to L2 grammar instruction in lieu of a more traditional instruction (TI) that relies heavily on rules and memorization (Tyler, 2012). However research is yet to show whether teaching EFL learners whose first language does not encode temporality grammatically such as Indonesian through CG is more advantageous than TI. Our goal in the current study is therefore to examine the relative effect of CG and TI on Indonesian EFL learners' mastery of two past tenses, simple past and past perfect. These tenses were selected as our instructional targets since it is argued that TI does not help learners differentiate and use them authentically in context (Jones & Lock, 2011). Forty learners studying at a senior high school in Jakarta participated in this quasi-experimental study and were equally assigned to two groups: the cognitive group and the traditional group. They received pedagogical treatment for two sessions a week after pretest and immediately did a posttest. The tests comprised three tasks: a sentence-level gap-filling task, a narrative gap-filling task and a translation task. Statistical analyses indicate that the cognitive group significantly outperformed the traditional group, notably in the second and third aforementioned tasks. This confirms the superiority of CG to TI and lends support to its applications to L2 instruction.

**Abstract no: 1096****Written Corrective Feedback as a Means to Improve Students' Writing**

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This presentation proposal addresses learners' perspectives on Written Corrective Feedback, identifies the types of feedback they prefer, and makes sense of how learners made use of the feedback to improve their writing skills. It is based on a study taking place in a writing class of Proficiency Test Preparation Program with twenty participants. This study adopted a case study with qualitative approach to gain in-depth information from the

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learners through observation, learners' writing work, interview transcripts, and questionnaire tabulation. The initial results indicated that learners faced learning problems such as lack of grammatical knowledge, limited vocabulary, idea development in building body paragraphs, writing mechanics, and other problems related to their educational background. Subsequent analyses suggested that all learners regarded written corrective feedback as beneficial for their learning in general although the majority of the participants preferred to have direct and unfocused feedback particularly given in their writing. These indications led to a conclusion that feedback can function as sources of grammar learning, discussion materials with friends, learning motivation, self-correction (when editing), and self-reminder (while writing).

**Abstract no: 1097**

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**Interactional Moves Used by Different Speaking Ability-Groups in Accomplishing Speaking Task: A case study in an EFL Setting**

This research aims at investigating interactional moves taking place in different speaking ability groups in an EFL setting and their roles in language learning. Subjects of the study are 24 students of Muhammadiyah University of Surakarta which are divided into 6 groups. Each group consists of two students. The first four groups consist of one high and one low-speaking skill students in each group. The second four groups consist of two low-speaking skill students. The third four groups consist of two high-speaking skill students. The object of study is interactional moves in students' conversation in different groups. The data collected through observation and documentation are analyzed using inductive technique. The findings are interpreted to draw a conclusion based on the relevant theories. The findings show that there are only few interactional moves taking place in all groups including negotiation of meaning. The interactional moves found are scaffolding, negotiation of meaning (confirmation check and clarification request) and peer assistance for completion. Interactional moves mostly take place in high and low-skill group especially scaffolding. The lowest number of interactional moves found in High-High speaking skill group. The students respond the interactional moves properly and this can modify the output. Appropriate responses to the interactional moves may contribute to the development of speaking skill.

**Abstract no: 1098**

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**Grouping Students by Ability Disaster or Success? (A Case Study Of English Education Department Students And Teachers)**

Grouping students by ability has long been controversial issue in Education. Since 2011, English Education Department in IAIN Antasari Banjarmasin has a policy to group the students based on their TOEFL score. There are some considerations behind this. Among others is to give special treatment to the weak students. The test is conducted before the students enrolled in the first semester. This study is conducted as one of evaluation processes toward the policy. It focused on attitude and belief of both teachers and students towards grouping ability. There were 150 students of class 2014 (from class A to Class E) and 20 teachers involved in the study. To get the data, the writers distributed questionnaire and conducted interview with teachers and students. The study revealed that (a) students from class A to E have different attitudes and beliefs toward grouping ability in terms of confidence, achievement, expectation, competition, cooperation and respect; and (b) Even though most of the teachers believe that grouping ability has disadvantages, they still believe that grouping students by ability works well especially if they have to teach all five classes.



**Abstract no: 1099****Unravelling Accent and Comprehensibility: Assessing L2 Pronunciation in the Era of English as a Lingua Franca**

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A native-speaker standard is very often the yardstick against which foreign accents are judged. Students may strive to eliminate any trace of-foreignness in their pronunciation, and many tests of oral proficiency equate a salient accent with speech that is harder to understand. Even though English is becoming ever more global in its use, and nowadays many if not most interactions may occur between non-native speakers, native-speaker pronunciation remains the standard against which foreign accents are judged.

This presentation focuses on three reasons why this approach needs reevaluation. The first is that total elimination of a foreign-sounding accent is now almost universally discredited, yet instruction is based upon the idea that sounding –nativell is invariably what students want. Secondly, it is because many other features of speech affect comprehensibility, including density of grammatical errors. Finally, it is because accent is a social construct inextricably tied up with identity. For that reason, should foreign accents be accorded a similar status as native speaker regional accents?

We will consider avenues of future development in the era of English as a Lingua Franca, and look at what a renewed view of pronunciation would mean for contexts where most interactions are between non-native speakers. We will close by considering the question of whether pronunciation assessment can or should be realigned to consider foreign accents as the acceptable rule, rather than a deviation from a standard norm.

**Abstract no: 1100****Influences of Co-Teaching on Elementary Students' Learning in Taiwan**

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Since global issues have been widely discussed in different occasions with different foci, institutions around the world are including international themes in their missions and plans (Coryell et al, 2012). To be able to communicate across the countries, English has become a world language. For countries where English is not a native language, fluency in English has also become one of the important skills for all students in order for them to face the internationally challenges (Coleman, 2006; Kim, Son, and Sohn, 2009; Nunan, 2003). Taiwan, just like the other countries, has made changes in English education policy in response to the need for English ability (Butler, 2004; Chan, 2008.)

Programs that recruit foreign English native speaking teachers (NESTs) to team teach with local nonnative English speaking teachers (NNESTs) in Taiwan are created to promote English education. In order to provide more support to schools out of big cities in Taiwan, some NESTs are sent to the schools in the areas to work with the local teachers In hope of providing more cultural resources and to assistant of the English education in schools.

This study aims to explore how local English Teachers (LETs) and American English teaching assistants (ETAs) co-teaching may have influences on students' learning. This study focuses on a co-teaching program in a small county in Taiwan and targeted a class of fourth grade students. Classroom observation and interviews data were collected and were analyzed by grounded theory. Themes would be discussed to draw conclusions of this study.

**Abstract no: 1101**

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**L2 Learning Motivation from The Perspective of Self-Determination Theory: A Qualitative Case Study of Hospitality and Tourism Students in Taiwan**

This study aimed to adopt self-determination theory (SDT) (Deci and Ryan, 1985) to examine EFL hospitality and tourism students' L2 learning motivation. An in-depth investigation of L2 learning motivation in the hospitality and tourism context from a qualitative research orientation could explore the EFL learners' L2 learning motivation by means of the measures of the three assumed basic needs (autonomy, competence, and relatedness) and the three motivation orientations (amotivation, extrinsic motivation and intrinsic motivation). By analyzing interview data obtained from four EFL hospitality and tourism students, this study focuses on their English learning motivation from the perspective of SDT. The four participants were sophomores from English Listening and Speaking (3) and studied in the university of hospitality and tourism in Taiwan. The findings of the study suggest that 1) learning environment and teachers' teaching style can facilitate or undermine learners' English learning motivation, 2) learners can gain satisfaction from intrinsically motivated task engagement, 3) learners become self-determined because they see English learning as relevant to their future job based on the concept of identified regulation and 4) some learners think it is right and suitable for them to be a member in English-speaking community in accordance with integrated regulation. The study also provides pedagogical implications for how to enhance non-English major students' motivation in English language learning.

**Abstract no: 1102**

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**The Effects of Study Abroad Fieldwork on Intercultural Communication Behaviors and Beliefs**

Study abroad provides students with opportunities to improve their language skills and cultural understanding both inside and outside of the classroom. Many study abroad programs include a homestay during which students have daily opportunities to interact in a natural setting and experience a different language and culture on a personal level. Additionally, study abroad programs that incorporate an off-campus fieldwork component further increase the potential for communication and cultural experiences in a variety of social contexts. This presentation will report on the 2016 study abroad fieldwork experiences of 22 Japanese university students who participated in a three-month study abroad program in Canada, and 14 who participated in a similar program in Thailand. Both programs were newly created for the 2016 academic year and consisted of two months of classroom instruction in English language and cultural content courses, and one month of fieldwork placement in various community organizations and local businesses. The participants were required to keep journals on their fieldwork experiences while abroad and submit reports on their communication and cultural experiences after returning to Japan. The presenter will begin with an overview of the study abroad program and types of fieldwork in which students participated. Next, drawing on data from a qualitative analysis of student reports, the presenter will show examples of fieldwork experiences that had an effect on student beliefs and behaviors toward using English for intercultural communication and how students described them. Finally, implications for making improvements in the program for participants will be discussed.

**Abstract no: 1103****Improving Students' Ability in Writing Essay Through *-Free Weekly Writing Activity***

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*Free weekly writing* is designed for students to write in every week using free topic based on students' passion. This action research investigated the effectiveness of implementing *free weekly writing* in improving students' writing ability. The participants of this study were 35 students at the VI semester of English Department, FKIP UM-Mataram in academic year 2015-2016. The data were collected by four stages of action research; *planning, action, observation, and reflection*. The average value of students' try out was 63.23. Then in cycle 1, it increases to 69.68 and in cycle 2, the average value of students' was fulfilled KKM (passing grade) standards, namely 77.48. The finding of the research proved that almost 83% passed the passing grade. Means that only about 17% students failed to reach the passing grade. The results of this study indicate that the use *-free weekly writing* technique is effective to improve students' ability to write essay. There are some factors affected the students' ability in writing, they are; (a) a writer is forced to read a lot from many sources and having much knowledge, (b) a writer must have well understanding about content and write their point of views regularly and consitencely, (c) grammatical competence, (d) comprehending the rules of punctuation of writing, (e) a professional writer must have their own style of writing.

**Abstract no: 1104****Students' Cultural Identity Changes in the English Teaching and Learning Process**

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Integrating culture in language learning may lead to learners' cultural identity changes. It is believed that living and studying abroad can likely reinforce learners' first cultural identities (Wintergerst & McVeigh, 2010). In English Foreign Language (EFL) contexts, the result may be different when the learners learn the target language in their home country which is a non- native English speaking country. Milieu of language learning encourages learners to always engage in a context which accommodates them to foster their language proficiency so that they could not elude and they ultimately turn part of the identity of target language (Dastgoshadeh & Jalilzadeh, 2011). This paper aims at reporting perception of six students in a pre-service teacher education on cultural identity changes and the extent of the changes that they encounter. The research was a qualitative research that the data were gathered through interviews. The findings revealed that learners experienced changes in four cultural aspects, namely norms, attitudes, attribution/thoughts, and values. The changes in the four cultural aspects can be categorized into only three of the five identity changes proposed by Yihong, Ying, Yuan, and Yan (2005) which are subtractive change, productive change, and split change. The description on how the English teaching and learning brings the learners reconstructing and negotiating their cultural identities will be presented.

**Abstract no: 1105****Teaching English Prepositions: A Cognitive Linguistic Approach**

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The emergence of cognitive linguistics has aroused implications for ELT as it rests against the relationship between human mind and language. This current quasi-experimental study has adopted the pretest-posttest between-group design which was conducted for four weeks, 90 minutes each time. Prior to the study, the voluntary participants took a proficiency test and the pretest and then their regular out-of-class exposure to English language was investigated to select the appropriate

participants for the study. In the first two weeks, both the groups of 30 participants learned the spatial meanings of the ten prepositions *above, among, at, behind, beside, between, in, in front of, on* and *under*. In the second half of the study, the metaphorical meanings of the prepositions were instructed. There were six main activities in each session to both groups, with productive tasks following the instruction. The only difference in the treatment was the instruction. To the Cognitive Group, image schemas were employed in instruction. The findings showed that the Cognitive Group outperformed the Traditional Group in the posttest in terms of both spatial and metaphorical meanings. A quick feedback form, given right in the final week, demonstrated both groups' minor out-of-class exposure to English language during the study. A questionnaire and interviews conducted after the study also showed the Cognitive Group's positive opinions of the cognitive treatment. It is proved that the application of cognitive linguistics to teaching English prepositions is feasible.

**Abstract no: 1106**

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**Assessment Model Implemented in Learning Gallery to Teach Cross Cultural Understanding for EFL Learners**

In response to one of the demands for EFL learners which is to have cross cultural competence mainly on cultures of English speaking countries, this article describes assessment models implemented in Learning Gallery to teach Cross Cultural Understanding. Learning Gallery as one of the innovative ways of teaching content courses with an abundant coverage of materials proves to be able to help learners to be competent in some topics of cultures as being agreed in the very first meeting of the course. This fact has been proved by implementing assessment models, namely Students-Self Test and Teachers-Made Test. The result of this study reveals that such an assessment brings about some advantages not only for improving the students cross cultural competence but leading them to be more independent learners. The result of both kinds of test indicates that the EFL students' mean scores are at average 90 (very satisfying). Moreover, through a written interview given at the end of the course, they claim that by developing their own test and doing their peer's made test they are experienced in test development in addition to repeatedly reading materials so that they are better prepared for the test. This claim is proved by the result of doing Teachers-Made Test which shows satisfying test score as well. Accordingly, this study gives meaningful insight for EFL lecturers teaching content courses with a wide coverage of materials to implement both Students-Self Test and Teachers-Made Test in order to help the EFL learners to be autonomously independent learners and competent in their own subjects learnt.

**Abstract no: 1107**

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**It Is Hard To Say No': A Case Study on EFL Learners in Performing Refusal Strategies Based on Politeness Face Systems**

Refusal is an act in which the speaker — denies to engage in action proposed by the interlocutor (Chen, Ye and Zhang, 1995, cited in Bella, 2014). The act of refusing potentially threatens the interlocutor's face; therefore, one should employ refusal strategies appropriately. The present study focuses on the refusal strategies proposed by Beebe et al. (1990). According to them, refusal strategies can be categorized into direct, indirect refusal and adjunct to refusals.

This study investigates the refusal strategies employed by 30 EFL learners in three situations which differ in terms of the power and social distance (Scollon and Scollon, 2001). Following Fèlix-Brasdefer

(2006), the data of this research were collected by recording the respondents' responses when they participated in six role-plays (two role-plays for each situation). Afterwards, the data were classified into various refusal strategies according to Beebe et al.'s and the frequencies of each strategy were counted. The data analysis was restricted to the strategies and contents in relation to politeness.

The total amount of refusal strategies produced by the respondents was 1049 strategies. The respondents tend to avoid threatening interlocutor's face by using various indirect refusals notably giving excuse/reason, stating regret, and offering alternatives. Therefore, it might be inferred that participants were more oriented towards individual needs, emphasizing on the individuality of the participants' (Scollon and Scollon, 2001).

**Abstract no: 1108**

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**I-Writing: A Cefr-Aligned E-Writing Assessment as The Final School Examination in the Senior High School Milieu**

In Indonesia, education and assessment, particularly in the realm of English education in the senior high school milieu, seemed to be in ambivalence as the national examination did not accommodate all the skills stipulated in the curricula. Contrastingly, the performance assessment as complement to the national examination had been tainted with the issues of test validity. The absence of exact standard also evoked the quandary in setting required standard of competence and generating transparent test result. The extensive administrative barriers of writing test even exacerbated its administration. E-assessment, coupled with Common European Framework of Reference (CEFR), was seen to be a key to developing and administrating writing assessment to incur not only test validity but also systemic validity and ecological validity, as long as it deployed transformational approach. This study applied Research and Development to tackle the educational problems pertinent to writing test. The research part carried out through a case study generated a number of data as the bases for product development. The development part was executed in four successive main stages covering design stage, operationalization stage, computerization stage, and administration stage. Subsequent to tryout and expert validation, data analyses corroborated sufficient extent of I-Writing validity.

**Abstract no: 1109**

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**Working Memory Capacity, Language Learning and Dyslexia: Inclusion of Dyslexic Learners in Teaching English as a Foreign Language**

In my doctoral research I studied how different types of second language grammar input are processed by learners and how their working memory capacity influences input processing. There were four different input conditions: two explicit and two implicit. Hundred second language learners of English in Sri Lanka participated in this study. The study used a pre/post test design, four working memory tests and eye-tracking was used to collect data on how learners pay attention to the target construction. The findings highlighted that explicit input techniques are more beneficial than the implicit input techniques when acquiring novel grammatical constructions. Moreover, the results indicated that working memory capacity was very strongly related to how language learners process second language input as learners with high working memory capacity showed clear advantages in processing input in all instructional conditions. These findings are directly relevant in teaching a second/foreign language to learners with dyslexia, who tend to have a shorter working memory

capacity and process novel language input in different ways to the other learners. In this talk, I will discuss these current research findings related to working memory, dyslexia and language learning and highlight the possible inclusive classroom practices to facilitate such learners in the language classroom.

**Abstract no: 1110**

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**Genre Based Approach: An Approach to Writing in EFL  
 Context in Indonesia**

Since 2004, Genre Based Approach has been adopted for English education in Indonesia. It is initially in teaching writing in EFL course. It focuses on the understanding and producing of genres of texts. This study identifies about how genre based approach can be used as a way to enhance students' writing ability in recount text. Twenty six EFL students participated in a classroom action research. They were chosen randomly. The students were the second year students of English Education Department of one of universities in Lampung, Indonesia. It was collaborative classroom action research. It was carried out of two cycles. Each cycle consisted four steps, namely planning, acting, observing, and reflecting. Test, observation, interview, and field note were used in collecting the data. Quantitative data and qualitative were used in collecting the data. In analyzing the quantitative data, the writer used a descriptive statistics which compared between pre-test and post test while data reduction, data display, and conclusion were categorized in qualitative data. Furthermore, it can be found the score of students' writing underwent the improvement, starting from 56.56 to 68.52. That finding suggests that genre based approach effects the teaching and learning process. This study implies that genre based approach has four stages, such as building knowledge, modelling, join construction, and independent construction.

**Abstract no: 1111**

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**Enhancing EFL Pre-Service Teacher Trainees' English Literacy  
 through Writing Reader Response Journals: An Indonesian Perspective**

This study reports on how EFL pre-service trainees in an EFL college training of a private university in Ciamis, West Java, Indonesia, improved their English literacy through writing journals after freely enjoying literary works assigned. Literacy principles underpinning the connection between reading and writing in reader response-based literature teaching pedagogy entailed empowering literacy events as generated through text transformation activities. Taking the qualitative approach, the study uncovered the emerging literacy (reading to write) process and products as reflected in their drafting and refining written journals by which the trainees expressed their 'voices' as their reader responses. The trainees enrolled in Literary Criticism subject, as an intact group, participated in the study. The development and unique descriptors of writing performances covering personal and critical responses shown in their on-going writing process support the study. The findings of study suggest that the use of reader response journal gives effects on the trainees' English literacy development as shown in their creativity in idiosyncratically using varied responding expressions and artistic creativities. The study also offers pedagogical benefits for the trainees' own classroom contexts. The study recommends further studies investigate the interaction patterns among classroom members in journaling process that shape the emerging reader response strategies.

**Abstract no: 1112****From Sentence to Discourse: Searching for an Effective Pedagogic Approach to The Primary English Teaching in Bangladesh**

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At the primary level in Bangladesh the focus is on the students' learning and demonstrating literacy in English rather than using the language in achieving real life communication needs. It happens as the teachers at that level underscore the production of invented or idealized accurate sentences on the one hand, while they give in to the popular attitude to literacy in grammatical rules as a sign of mastery in the target language on the other. These traditional pedagogical approaches eventually bar the students from acquiring the desired functional level of proficiency in English although they are studying the language for five years. Through a qualitative study I investigated the reasons why such a dismal situation is widespread at this level, and my finding is that the English lessons for the students are confined to learning grammatical rules and generating artificial decontextualized sentences; barely do we need the language to function in the society. I have identified two basic problems: teachers' inadequate knowledge on language as discourse and their inefficiency to equip the learners with real communicative competence. Alongside the assimilation of the complex nature of language with that of the students' ability to handle the language learning processes, I think teachers should possess adequate training in designing appropriate pedagogic methods which are effective in engaging students in discourse production, necessary for their survival in the academia, society and the workplace.

**Abstract no: 1113****EFL Teachers' Assessment Literacy**

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Assessment plays an important role in teaching learning process. All phases of its process starting from planning of teaching to judging students' learning products are related with assessment (Orrell, 2006). Moreover, Hattie & Timperley (2007) emphasize that teaching will not be effective unless it involves assessing students' understanding. Consequently, a major portion of teaching time should be allocated for assessing students' learning. Such an important task of assessing students relies on teachers. It requires teachers' sufficient understanding and skills in implementing effective assessment. Based on this heavy demand, a big question should be raised, –Do EFL teachers really have good understanding of effective assessment for their students? The present study will answer such important question by surveying EFL teachers in secondary schools in an Indonesian context. Their understanding of assessment will be obtained through questionnaire. The findings of this study will show how literate the EFL teachers in assessment. When the level of teachers' assessment literacy has been identified, further quality of English teaching learning process in the classroom can be predicted. Finally, in addition to giving valuable contribution to the body of assessment theory, findings on EFL teachers' literacy in Indonesia will be valuable as a reference for the government whether it is necessary to give teachers more training on assessment and more importantly, whether the target curriculum, especially that is related to students' assessment, has been achieved or not.

**Abstract no: 1114****The Use of Scaffolding Strategies in Storytelling in an EFL Multiethnic Classrooms: A study on Student's Vocabulary Mastery**

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Learners in an English Foreign Language and multiethnic classroom encounter a problem in a vocabulary mastery while storytelling. Their problem is a difficulty to memorize, classify, and differentiate parts of speech. Therefore, this research proposes the use of scaffolding strategies in

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order to increase the mastery of English vocabulary. Thus, it questions as follows. 1. To what degree does the mastery of English vocabulary increase after the first cycle? 2. To what degree does the mastery of English vocabulary increase after the second cycle? 3. To what degree does the mastery of English vocabulary increase from the first cycle to the second cycle? 4. What are scaffolding strategies applied during storytelling? 5. What contribution do students' multiethnic background share in this study? The research applies classroom action research with quantitative and qualitative data collection. Thus, it is expected to collect data in the form of figures showing an increasing mastery of vocabulary. Moreover, it is also expected to gather data on the types of scaffolding strategies that appear during storytelling and the contribution of students' multiethnic background on the selection of the scaffolding strategies. The data will be analysed quantitatively and qualitatively. The quantitative data is analyzed using a rubric and the qualitative one applies Miles and Huberman qualitative descriptive analysis.

**Abstract no: 1115**

**A Study of Identity Transformation among Pre-service Teachers on the Development of Their Professional Identity**

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This study reports identity transformation that pre-service foreign language (FL) teachers have after doing their *Program Pengalaman Lapangan* (PPL). Hence, identity transformation refers to the identity that these teachers construct and/or reconstruct after doing PPL, which might be different with the imagined identity that they previously constructed after the Micro Teaching class. The researchers chose five participants, who also became the participants in the previous study conducted by Iswandari (2016) that examined their imagined professional identity. The data sources included open-ended questionnaire and interviews. The identity transformation was coded using the framework of imagined identity by Xu (2013), which are language expert, learning facilitator, and spiritual guide. Furthermore, the factors that contributed to the transformation were coded by using Lerseth's theory (2013). The result indicated that multiple factors affected their self-identity as teachers and those factors contributed to the transformation. The findings indicate that the field experience brings great impact on their professional identity formation as teacher candidates.

**Abstract no: 1116**

**Developing A Questionnaire for EFL Learning Contexts**

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Learning a language, not to mention English as a foreign language, is influenced by internal (e.g. motivation, intelligence and aptitude) and external (e.g. facilities, teachers, learning contexts) factors. So far, there has not been any ready-to-use instrument to examine systematically the condition of EFL learning contexts. Therefore, this study intends to develop an instrument in form of questionnaire for statistical analysis, named the Questionnaire for EFL Learning Contexts. The instrument was developed in reference to the existing theories and previous related studies. The development process consisted of three stages: expert judgement to gather constructive feedbacks (i.e. rating, revisions and suggestions), initial piloting for analysing item validity and reliability ( $N = 64$ ), and final piloting using factor analysis to obtain a stable self-reported instrument ( $N = 692$ ). The resulting QELC includes 4 categories (Out of School Activities, Learning resources at home, Parental Involvement and Private English Course) for the outside School context and 10 categories (i.e. L2-use Activities/Tasks, Fun Activities, Personal Activities, Interaction, Learning Resources, Teacher's English Proficiency, Learning Materials, Classroom Atmosphere, Teacher Personality, and Teaching skills) for the



at-school learning context. Since the QELC has been validated through some formal stages, it can be assumed that this instrument can be used in EFL contexts, especially in Indonesia. However, because this study took place in only one region, further studies across samples, time and countries are needed to improve the applicability of the QELC.

**Abstract no: 1117**

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**What Do Teachers and Students Say about Teaching English in English (TEE)?**

English is taught as a foreign language (EFL) in most Asian contexts. In such contexts, teachers' selection of an instruction language, i.e., English or the learners' first language (L1), plays an important role in actual instruction (e.g., Macaro & Lee, 2012). In Japan, a TEE policy was officially introduced by the Ministry of Education into high schools through the Course of Study enacted in 2013, which requires all English teachers to use English in class. In order to examine the influence of this top-down command, the presenter conducted a four-year longitudinal survey along with six co-researchers, triangulating quantitative and qualitative data sources (questionnaires, teacher and student interviews, and classroom observations).

From the questionnaires received from approximately 6,000 university newcomers who experienced English classes taught under a pre- or post-TEE condition in high schools, it was found that the TEE policy had failed to impact high school teachers' use of English in class as well as learners' attitudes and preferences for TEE. To understand better why this policy had not brought about desirable effects, 14 university English teachers and 18 learners were interviewed to elicit their opinions on TEE.

In this presentation, the findings of the quantitative surveys will be presented first. Following this, teachers' and learners' opinions expressed in the interviews will be shown. The presenter would like to share these opinions with the audience since they provide valuable insights into measures that teachers and administrators can take to facilitate and promote TEE.

**Abstract no: 1118**

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**Compromising Between the General and Specific in English for Academic Purposes Syllabus Development in Indonesian Context**

The quality of a language program is reflected in the syllabus used from which the aim, contents and belief about language instruction are revealed. Syllabuses for English for Academic Purposes in Indonesian universities have been developed, yet they are not quite satisfactory. Time constrains, diversities in students' interest and students' English entry levels, together with institution's policy have necessitated prioritizing certain skills and knowledge to be included in the syllabus. Whether it focuses on general EAP or specific one, or focuses on both is a matter of choice that is dictated by the needs, aims and policy adopted. This article is to explain how to compromise the content focuses in developing a sound syllabus for EAP in Indonesian context, following the steps: analyzing the context and needs, analyzing the existing syllabuses, and proposing a model for a feasible EAP syllabus. Data were collected through questionnaires, observation, document study and discussion. An integrated, theme-based syllabus is proposed that includes study skills in higher education as the general theme to be presented in the class, completed with specific themes related to students' fields to study outside the class as tasks for applying the skills learned in the class. This way enables both general and specific skills of EAP to be included in a single syllabus.

**Abstract no: 1119**

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### **Learners' Native Language Interference in Learning English Pronunciation as an Outcome of Language Contact**

When studying English, EFL learners in general and Indonesian learners in particular encounter many difficulties. Pronunciation is one of the difficulties most Indonesian learners encounter. Research studies show that native language is the most influential factor dealing with pronunciation. This study, therefore, aimed to find out learners' native language interference in learning English pronunciation by identifying the influence of two different regional dialects (i.e. Madurese and Javanese). It also aimed to find out whether several English sounds interfered by the learners' native language lead to unintelligible pronunciation. A possible language contact influence is also analyzed. To collect the data, it involved 12 Indonesian learners aged 14 to 18 whose native language are either Madurese or Javanese. They were asked to pronounce selected English words and read a given passage. Then, the data were analyzed descriptively. The findings of the study show that their pronunciation problems vary dealing with consonant and vowel sounds, some of which lead to unintelligibility. Finally, the study concludes that it is the outcome of language contact that the learners' pronunciation is much interfered by their native language.

**Abstract no: 1120**

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### **Comparative Analysis of Activities in Middle School English Textbooks for Korean Learners**

This study examined the types, structures and contents of tasks presented in the English textbooks developed under the 2009 and 2015 Revised National English Curriculums (NECs) for the first graders in middle school. The textbooks under these NECs are developed based on the goal of enhancing learners' communicative and endorsed by the Ministry of Education in Korea. However, the 2015 version puts more emphasis on fostering learner creativity and holistic character development by including relevant topics or contents and integrating some overlapping elements of the achievement standards. Accordingly, this paper examines the activities in the five textbooks developed under curricular mandates of the 2009 and 2015 NECs, respectively. These textbooks are qualitatively analyzed according to the two criteria, the revised Bloom's Taxonomy (Anderson, 2001) and Willis' task based learning framework (Willis, 1996). Then a cross-comparison was made to investigate similarities and differences of task types, structures, and contents of the activities developed under both NECs. The results show that there are some distinguishable characteristics and patterns in the tasks presented in the textbooks in order to help learners engage in diverse cognitive thinking processes through various scaffoldings. Despite such improvement, continuous efforts are necessary to meet the curricular goals by providing more meaningful interactional and instructional supports for the effective use of these textbooks in class.

**Abstract no: 1121**

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### **The Effectiveness of Fishbone Method in Teaching Speaking**

The aim of this research to analyze the use of fishbone method is effective in teaching speaking. This research also reveals about fishbone method can increase the speaking students. The researcher used quasi-experimental method by conducting two tests namely pre-test and post-test. The sample was chosen using cluster random sampling technique. The instrument used in this research was fishbone diagram. The data were

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analyzed by using t-test formula. Based on the result of this research, it is concluded that: teaching English by using fishbone method increase significantly the speaking ability of the students. It is proved by the t-test value (5.499) is higher than t-table value (1.671) in the post-test between experimental class and control class, with degree of freedom (df) =  $(N_1 + N_2 - 2) = (34 + 33 - 2) = 65$  for 0.05 level of significance. It is proved by the difference between pre-test and post-test result of the three components speaking ability, they are fluency, accuracy, and comprehensibility. It shows that t-test value is higher than t-table value. It indicates that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. It means that the using of fishbone method as a learning model able to increase the speaking ability of the eleventh year students of SMAN 1 Model Parepare.

**Abstract no: 1122**

**ELT Learners' Communication Strategies in Exclusive and Task Based Learning**

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The present research was aimed to find out what and how communication strategies were used in a subject matter class at University of Lampung (henceforth UNILA). The research was held in English Teaching (ET) Media Class where the participants were ELT learners in sophomore year of UNILA's English Study Program. ET Media Class was, coincidentally, taught using two models of learning: EXCLUSIVE for A sophomore class and Task-Based Learning for B sophomore class. The data were collected from observation and questionnaire. The observation data were recorded, transcribed, and coded using Dornyei's taxonomy (1995) before they were interpreted how the strategies occurred distinctively in both classes. The results indicate that ELT students learning subject matter at the University of Lampung produced seven types of communication strategies such as Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non-Linguistic Signals, Code Switching, and Appeal for Help, and Time Gaining. However, the learners' communication strategies were found to occur more frequently in the EXCLUSIVE learning model class rather than the other one. EXCLUSIVE learning model stimulated 8.83% more of communication strategies than that of Task-Based Learning. Current research findings suggest an alternative learning model applicable in ELT classroom settings. This, at the same time, is uncovering the likelihood of finding similar result when EXCLUSIVE learning model is applied in different classrooms.

**Abstract no: 1123**

**Students' Emotive Reactions and Confidence in Doing English Language Tests: Implications for EFL Learning**

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This research aims at investigating the students' emotive reactions and confidence in doing English language tests and its implications for EFL learning. In-depth interviews and focused-group discussions were conducted to obtain information from forty-two EFL students about their experiences in the Speaking I class and in doing speaking tests. The data analysis shows that a majority of the students respond that they are strongly motivated to study in anticipation of the tests, and this may improve their English proficiency. However, these students also point out that they are stressful when preparing for and doing the tests. Interestingly, some of the students claim that they are delighted in doing tests. The data analysis also indicates that the students have different levels of confidence in doing tests across the four basic language skills - listening, speaking, reading and writing. Most of the students have highest level of confidence in doing speaking tests followed by reading, listening and writing subsequently. In

conclusion, the administration of language tests may create various students' emotive reactions which contribute to their EFL learning motivation and achievement as well as their confidence in doing the language tests.

**Abstract no: 1124**

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**The Effect of School Origin on The Grammatical  
 Competence of University Students**

It is commonly believed that high schools in Jakarta have better quality than high schools outside Jakarta. This believe is supported by the fact that the average national examination scores of Jakarta's high school students are higher than those of non-Jakarta's high school students, in particular for English subject. However, in university, will their school origins still influence their grammatical competence? This study will address two research questions: to what extent the school origins (Jakarta and non-Jakarta) influence the students' grammar test scores; and to discover which grammatical items are problematic for the students. The participants for this study are 300 first semester students of Faculty of Economy of Atmajaya University. They are given a TOEFL style grammar test consisting of 30 questions of different grammatical items. The students' answers are analyzed quantitatively using independent sample T-test and Analysis of Variance (Anova) and the answers are also analyzed using descriptive qualitative analysis to find out the types of grammatical items that are problematic for the students. The results indicate that generally students from Jakarta show better performance in grammar test. For the grammatical items, some of the problematic areas include subject-verb agreement and participle adjectives. This study implies that English instruction in Jakarta is better than outside Jakarta. Moreover, the problematic areas will help English lecturers in the university to strengthen the students' English competence.

**Abstract no: 1125**

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**ACE the IELTS through blended learning platforms**

During IELTS preparation classes learners tend to be nervous and apprehensive about the pending examination. Combine this with 4.5 hours- per-week of instruction and learners can often enter the exam feeling unprepared. By incorporating a blended learning platform into the curriculum the learners can maximise their study time and can use these platforms to "take charge of their own learning" in their own pursuit to becoming autonomous language learners. Maintaining learner engagement can also be difficult on an online platform but by using varying activities and tasks, online platforms can become innovative and exciting and allow learners to collaborate and share knowledge and resources to achieve higher band scores. By incorporating a mixture of face-to-face and distance learning, the learners are able to practice all of the skills that are tested in the IELTS test and be better able to reflect on their own learning, and analyse the learning of their peers through the use of group discussion and peer-correction online. This workshop will discuss the uses and the advantages of incorporating online learning platforms into IELTS courses.

**Abstract no: 1126****Gauging Teacher Trainees' Readiness for Autonomy**

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The promotion of learning autonomy presumes the teachers' possession of the capacity of autonomy within themselves. Teachers should firstly possess necessary beliefs and behaviour that incline toward autonomy if they are to effectively employ strategies for developing such capacity in their students. This proposition places the development of teacher autonomy in the initial agenda of promoting learner autonomy in the context of formal education. Considering the important role of teacher education in shaping teacher beliefs, this paper aims at studying the beliefs and behaviours of teacher trainees in one English teacher education institution. This is conducted under the assumption that any educational intervention to promote learner autonomy should be supported by initial assessment of the current beliefs and behaviours about learning held by the students. Four teacher trainees in their senior year of a four-year pre-service teacher education were interviewed in a semi-structured manner to reveal their view regarding three sets of beliefs about learning, namely role of teachers, role of feedbacks, and learner independence and responsibility in learning. This study reveals the participants' readiness for autonomy as seen from what learners believe about learning and some opportunities for improvement that can be done in the teacher education in which the data is taken.

**Abstract no: 1127****A Study of Factors Affecting English Skills of Second Language Learners in State University of Yogyakarta**

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Second Language Learners (SLL's) are different based on their culture. Therefore, they would face different challenges, stereotypes, etc. They would confront challenges in the following main areas: linguistics, culture and academy. However, other factors such as stereotypes of second language learners also challenge them in English skills acquisition. In addition, learners from different types of culture may be confronted with different challenges. Accordingly, the main question of this paper is —What are second language learners' main challenges related to English skills acquisition? Sub-questions include —What challenges do second language learners from different cultures face? and —What methods help learners from different culture with English skills development? This paper explores the challenges in teaching English in different cultural context and the way to come out of the deficiency of the learners. This comparison study highlights the Second Language Learners' cultures as two examples to how culture affects SLL outcomes, cultural differences in parental knowledge and education, and socioeconomic issues. This qualitative study uses in-depth interviews with five Economics learners and five Mathematics learners. The results show the challenges that these learners face. The paper concludes with recommendations on how universities and lecturers can better respond to the needs of Second language learners from different cultures.

**Abstract no: 1128****Speaking Anxiety: How Students Survive in EFL Classroom**

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The research showed on knowing students' anxiety and the factors contributing to language anxiety. FLA (Foreign Language Anxiety) consists of 3 important things. They are: 1) communication apprehension; 2) test anxiety; 3) fear of negative behavior. Moreover, Several pitfalls found in Speaking class such as 1) the students got difficulty in grammar 2) the students had limited vocabulary; 3) the students did not have any confidence in speaking English; 4) the students got fear in expressing idea in English.

Therefore, a significant analysis on the problems was conducted in the research. Revealing the result, the data were taken from interview, observation and FLCAS. The study adopted qualitative and quantitative method. Furthermore, 30 students were involved in the research. The result pictures that 65% students got anxiety and could not perform well in speaking exam. Several factors brought about anxiety were divided in three terms: 1) Students' feeling; 2) Students' perception on their teachers; 3) methods of speaking exam. Firstly, Students had fear, shyness and discomfort during their speaking examination. Secondly, Students' view on their teachers such as the tone of voice, friendliness, and teachers' age causes different paradigm and methods to the students. Lastly, how the teacher applied certain ways in speaking exam for instance, face to face and impromptu topic. In conclusion, three mentioned aspects are very significant committing students' anxiety in speaking exam.

**Abstract no: 1129**      **How to Teach Primary English to Develop Critical Thinking Skills: Focusing on The Connected Use of Folktales and Parodies**

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The study explored the effects of using folktales and parodies in EFL contexts by focusing on the English learning of primary students and the development of their critical thinking skills. To attain the objectives, the following research questions were set up: 1) What are some aspects of English learning of Korean primary school students through the connected use of folktales and parodies? 2) What are some impacts on developing critical thinking skills by connecting folktales and parodies for primary English learners? The findings of the study were as follows. First, connecting folktales and parodies in reading and writing activities impacted primary English learners positively. For example, learners improved reading and writing skills, facilitated vocabulary learning, and gained confidence in English learning. Also, students learned reading and writing differently according to their English level in which they showed different preferences for text genre. Second, the study showed the possibility of integrating critical thinking skills into primary EFL contexts. The participants were able to develop their critical thinking skills by overcoming dichotomous moralities and solve problems related to real-life by suggesting realistic ideas. Based on the results, suggestions were made for follow-up studies.

**Abstract no: 1130**      **An Effective Short-Term English Emersion Program for College Students**

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A growing number of Korean universities have adopted and expanded the use of English as a Medium of Instruction (EMI) to raise their international competitiveness. For successful EMI, students need to be equipped with a certain level of English fluency, but unfortunately, many Korean college students tend to have insufficient English skills for EMI. The purpose of this study is to examine an intensive English language program which has been proven effective in improving Korean students' English ability in a short period of time. During a non-credit weeks-long pre-matriculation program called Academic English Camp, incoming freshmen at a Korean engineering school take courses to learn the fundamental English skills. They are given instruction in the areas of English reading, writing, speaking, listening, grammar, and TOEFL and participate in various extra-curricular activities conducted in English. Their English levels are tested before and after the camp, and the scores indicate that there is a significant improvement. Especially, the previous four-week program has been reduced to the current three-week program with students' much longer daily exposure to English. Results of such a change reveal a drastic increase in the students' scores. The study will discuss details of the program. It is hoped that the findings of the case study can

give insights into how to design an effective English program that can provide students with the language support for better preparation of EMI courses.

**Abstract no: 1131****We're English Professors: Identity Construction of Native English Speaker Teachers at a Korean University**

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As the increased emphasis on English as an international language and the internationalization of universities, the number of native English speaker teachers (NETs) has been steadily increased in Korean universities. Research has shown that teachers' perception of their role is closely related to their practices in the classroom (Duff & Uchida, 1997; Tsui, 2007), and what they do in class cannot be separated from how they identify themselves as a teacher. Teacher identity is thus constructed in their participation in valued practices of the community (Wenger, 1998). Considering the scarcity of research on NETs in the EFL context and the increased research on teacher identity from the poststructuralist perspective, the present study explores how NETs construct their teacher identity in the Korean university context. Data were collected through interviews with four NETs for the period of one and half years. The data were analyzed through the thematic content analysis to find a core category. The findings show that the NETs envisaged themselves as an English educator who could adjust to students' needs and establish personal relationship with students. They legitimized their professor position through their participation in practices that motivate students to learn by providing a positive learning experience. The findings address the issue of teacher agency in constructing teacher identity, and institutional and social constraints on exerting their agency.

**Abstract no: 1132****Learning to Learn - Developing the Student's Approach to Learning**

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*Learning to Learn* was developed as a proactive approach in providing students with the necessary skills to succeed academically in their EAP course of study at UTS: INSEARCH and beyond. Many of the students at Insearch have come from countries where the dominant mode of learning is what can be described as 'passive learning' rather than critical thinking and engaged learning. Without engagement, the likelihood of success in any particular teaching format becomes problematic.

*Learning to Learn* promotes **ownership** of the learning process, and **responsibility** for individual commitment and performance. Our students are digital natives and are looking for real-world connections to learning. They want to know how what we are teaching and why they are studying can be applied to real life. They want to know how it can benefit them beyond school. We aim to encourage lifelong learning. Our methodology is to break down the process of learning and studying into 'manageable chunks' as well as to assert that ultimately, learning is the individual's responsibility. This process has been divided into three main components:

- Time Management
- Location Management (a suitable place to study)
- Content Management

The learning to learn module aims to provide a deeper understanding of the ways in which we can challenge our students' current thinking and assist them in learning about their own learning processes. This is achieved by instructing students on ways to establish manageable study routines and habits, as well as in providing guidance on appropriate resources for independent study.

**Abstract no: 1133**

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**Well Done: Understanding Teachers' Experience in Giving Written Feedback**

This paper reports the experience of giving written feedback to learners and how this skill is developed among ESOL teachers in Malaysia. This preliminary study shows that most teachers develop their feedback giving skills through teaching experience and that a formal training in this area is beneficial.

Data for this study was obtained by conducting semi-structured interviews. Participants in this study consist of 10 English language teachers at secondary school level in Malaysia. In order to understand their teacher training experience with regards to giving written feedback, teachers who had formal training in TESOL were recruited for the interviews. To explore teachers' experience in giving feedback and how they developed this skill, I have recruited teachers who have a minimum of five years of teaching experience. The length of each interview was between 45 minutes and an hour.

The findings of this on-going study show that opportunities for teachers to see how their colleagues give feedback are extremely rare. This is mainly because essays are return to learners after teachers have given their feedback. Interview data also suggests that some teachers do not feel comfortable sharing marked essays with their colleagues because they are not certain whether their feedback to learners is considered up to par.

In conclusion, as feedback giving is arguably a central aspect of teaching and learning, a more systematic approach is needed to enhance teachers' skills and understanding of this form of teacher-learner communication.

**Abstract no: 1134**

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**The New National Syllabus in Japan; What, How, and Why**

The ninth National Syllabus is regarded as one of the most drastic revisions in the former syllabuses. It is officially launched by the Ministry of Education, MEXT this spring. Here we would like to discuss what the characteristics is, why such a drastic change was brought, how this revision will be practiced, and what results will be expected. The answers to these questions are partly summarized as follows:

1. The new important revisions in the elementary school are that English language activities are practiced once a week and module in the third and fourth grade. The fifth and sixth grade have the regular English classes twice a week. The class room teachers, the native assistants and the excellent local assistants teach English in the regular classes. The goal is Pre-A1 to A1.
2. English is taught in English communicatively four times a week in the junior high school. The goal should be A1 and A2.
3. English in senior high is taught more than five times a week on the communicative basis. The goal is B1 or B2.
4. The vocabulary to use increases up from 3000 to more than 5000.
5. The students, teachers and evaluators are requested to reach each communicative goal at the end of the school year set up from the third grade in the elementary to the top grade of senior high schools from Pre-A1 to B2. This idea refers to that of the Council of Europe which influence widely in the globalized world.



**Abstract no: 1135****Integrating CEFR, Individualized Contents, and Intensive Instruction Approach in Developing and Using Speaking Materials for First Year English Teacher Trainees**

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Despite the growing interest in and application of integrated skill approach in developing future EFL teachers' English language skills, skills-based instruction is still a part of initial English teacher education (IETE) programs' curricula in Indonesia. For example, at an IETE program that is part of a major teacher education university in Eastern Indonesia, the so-called—four English skills subjects (i.e. listening, speaking, reading, and writing) have for decades been taught and labelled as separated skills, e.g. Speaking I, Speaking II, Speaking III, and Speaking IV respectively. These subjects have only recently been revised and labelled significantly differently using—descriptive terms, e.g. Basic Speaking (replacing Speaking I), Intermediate Speaking (Speaking II), and Advanced Speaking (Speaking III or Speaking IV). However, a main drawback of the recent revision and new labelling is a lack of oversight in what constitutes —basic, —intermediate, and —advanced. This seems to stem from a lack of attention to standards of competency, levels of materials difficulty, students' personal and sociocultural backgrounds, and teaching and learning focus. This paper presentation reports a study conducted to provide a theoretical and empirical rationale for further revising the current curriculum of speaking courses by employing materials developed using the Common European Framework of Reference for Languages (CEFR), individualized contents, and intensive instruction approach. It is expected that the curricular oversight would be overcome and the gaps in existing bodies of literature regarding the role of the three elements in the teaching of speaking skills to future Indonesian EFL teachers would be filled.

**Abstract no: 1136****A Genre Analysis of Thesis Abstracts: The Case of Indonesian Students**

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This study was conducted to: (a) identify the move structure of English s of students' thesis of a State University in public administration, management, fisheries management, and mathematics education programs; (b) compare the consistency of these cross-disciplinary English s with Bathia's (1993) four-move structure and Swales & Feak's (2004) five-move structure; and (c) identify the preferred verb tense used of each move in the English s of the students' thesis. This study employed qualitative case study. Forty (40) English s (10 from each discipline) were collected and analyzed. This study revealed that: A-M-R is the most frequent move structure used in each discipline with frequency 35%; only 15% s are in line with Swales & Feak's (2004) five-move structures, and only 4 (10%) s are in line with Bathia's (1993) four-move structure; present tense and past tense are used in each move across the four disciplines. Further research is recommended to be carried out to investigate the reasons why most of the students used the move structure they decided on.

**Abstract no: 1137****Changing Phonological Repertoire of ESL Learners**

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It has been argued that phonics instruction is effective for L2 learners. While most studies demonstrated significant improvement resulting from instruction, Saito (2011) claims that phonics instruction affects only language learners' comprehensibility, and not their accentedness. This research examined ESL learners' comprehension and production of English vowels to answer the following research questions: *is it possible to learn phonemes that L2 learners do not have in their L1? If so, to what extent can the phonological repertoire change?* with three hypotheses: ESL

learners can improve comprehension and production of only the vowels they are given phonics instruction; ESL learners can improve both comprehension and production of English vowels when given explicit phonics instruction; therefore, it is possible to learn phonemes that L2 learners do not have in their L1. Comprehension and production of 8 pairs of English vowels of 7 ESL learners were analyzed before and after they watched 3 training videos which explain how to pronounce their target vowels and minimal pairs using those vowels. The target vowels were given to each participant according to the results of their production pretest. The results showed that the instruction was beneficial for the participants' production of the target vowels more or less as some participants improved their pronunciation of only the target vowels. It would be interesting to take a closer look at learners' L1, how much training is sufficient, and relations between comprehension and production for future research.

**Abstract no: 1138**

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**The Profile of In-service EFL Teachers' Professional and Pedagogical Competence Development**

Being a teacher is a professional career. As a professional teacher, he/she should be able to understand his/her students, master the teaching materials, plan-conduct-and-evaluate the learning process, and develop his/her professionalism and education. In other words, professional teachers should have professional and pedagogical competence. To get those two competences, teacher can improve his/her professional competence through academic education like universities or colleges; while pedagogical competence can be obtained from professional education like in-service education program (PPG). PPG is a program which aims at creating professional teachers who have competence in planning, conducting, and evaluating the learning process, supervising and training the learners, doing a research, and developing their professionalism continually. Further, this paper is going to elaborate in-service teachers' professional and pedagogical competence during in-service education program (PPG). To be specific, this paper is going to describe in-service teachers' English knowledge covering reading and writing skills, their understanding on teaching and learning process, and their ability in designing lesson plan.

**Abstract no: 1139**

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**Evaluating Student Teachers' Lesson to Improve Quality Teaching of EFL Teachers**

There are several aspects to be considered to achieve quality teaching in a language program. (Richards, 2001). One of them is teaching factors. When we talk about teaching factors, the focus is on the teaching practice which occurs in a language program and how to achieve and maintain the quality teaching there. Evaluating teachers' lesson is one way to improve and maintain the quality teaching. This lesson evaluation is necessary not only for teachers but also for student teacher (who will be future teachers who are having teaching practice at real school. Being evaluated, the student teachers will get information about their strengths and weaknesses as well during the lesson. By knowing the weaknesses, it is expected that it will help the student teachers to improve their teaching. To make the evaluation is effective, there are several categories to be considered when doing the evaluation, such as: preparation, presentation, methods, personal characteristics, and teacher/student interaction (Brown, 1994). This study aims to evaluate student teachers' lesson when they are having teaching practice program. The design of this research will be qualitative. Meanwhile to collect the data the writer will do observation which refers to checklist evaluating teachers' lesson adopted

from Brown (1994).

**Abstract no: 1140**

**English Language Teaching at the Border of a Nation:  
Challenges and Optimism**

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English has been acknowledged as one of obligatory or local content subjects in Indonesian curriculum in various level. This research highlighted the English teaching at secondary level in a border area, focused on the practices, the language used in the classrooms, the obstacles faced by the teachers, and also the response from the students. For triangulation purpose, this descriptive qualitative study utilized three instruments including classrooms observation, interviews, and documents analysis. This research was conducted in 10 Community Learning Center (CLC) in Kinabalu, Malaysia involving 8 teachers and 10 students. The results indicate that the English teaching at secondary level there uses the same curriculum as in Indonesia, but the teachers mostly have no English background, and the time allotment is only 2 hours in a week, less than it is required in the curriculum. The students use mixed languages (Malay with many other local languages), and are very lack of English vocabulary hence they have difficulties in comprehending and writing texts. The teachers encounter some problems such as lack of facilities like resource books, teaching media and even the room availability. However, the students response positively to English teaching, especially when the teachers use interesting techniques in the classroom. Therefore, it can be concluded that the English teaching at the border area requires special attention from the central government especially in the availability of proper teachers, and facilities since the students there also have equal right to get better education.

**Abstract no: 1141**

**Exploring Classroom English Used by Elementary School Teachers**

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Teaching English at elementary schools is intended to introduce English as a foreign language in Indonesia. The competence of elementary schools graduates should be appropriate in order to prepare them to learn English at the higher level. Students of elementary schools are young learners who have their own characteristics. Young learners take great pleasure in having fun in what they do. The elementary school teachers should understand their world. Besides, they also should have the ability to teach by using English communicatively as the language of instruction in the teaching and learning process in the classroom. Using classroom English communicatively in a process of teaching and learning is helpful for elementary schools students to become a routine activity. Krashen (2002:9) explains that *Routines and Patterns* may be helpful in establishing and maintaining social relations and also managing conversations. He also mentions the terms of *Prefabricated Routines* as simply memorized whole utterance or phrases in which a performer may use these without any knowledge at all of their internal structure. Applying the concept of *Routines and Patterns* by using English in the classroom (classroom English) as *prefabricated routines* is essential to support the communicative competence of the students. This article is a result of exploration study to describe the use of classroom English by the teachers at 5 elementary schools in Kudus. The result shows that the teachers tend to use classroom English in pre-teaching and post-teaching, they didn't frequently use classroom English in whilst-teaching especially in explaining the materials.

**Abstract no: 1142****Processing Instruction vs. Text Editing in Learning English Simple Past Tense***Brandon Hendry*

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Processing Instruction (PI) is an alternative L2 grammar teaching method that focuses on input comprehension and is aimed at altering learners' default processing strategies and improving form-meaning pairings. While some studies have shown that PI is sufficient to assist L2 learners to acquire L2 grammatical structures, whether PI is always more effective than production-based (PB) teaching methods has been inconclusive. This can be attributed to the variation of treatment implementation on the PB side (DeKeyser and Botana, 2014). Moreover, it can be argued that the educational context of the research subjects and the subjects' first language are also at play. Our presentation reports on a quasi-experimental study which investigated the effect of PI and a production-based method that has never been used as a comparative PB group which is Text-Editing on Indonesian EFL learners' acquisition of English simple past. The participants of our study were 60 high school learners in Jakarta (initial pool: 107). They were sitting in four intact classes and randomly assigned to two groups. The pedagogical treatment lasted for 60 minutes. Three measures were used in a pre and posttest design (immediate effect only): a sentence construction task, a text construction task and an interpretation task respectively. Our findings show that text editing was superior to processing instruction in most of the tasks. We discuss pedagogical implications of these findings.

**Abstract no: 1143****Pre-service Teachers' Perception on Teaching Future EFL Students: A Micro-Ethnography Approach**

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As an archipelagic state, teaching English in Indonesia is not easy to deal with. Its diverse socio-cultural context causes the assumption to teach English as the foreign language varies. This paper studies the pre-service students' perspective on how to teach future EFL learners in Indonesian context. The participants of this study were 150 pre-service teachers aged 20-24 years old who had comprehended such TEFL concept in the 50-hour course. Using a micro-ethnography approach, this issue was investigated and observed for one year. It tried to understand the perception of pre-service teachers in terms of putting theories into practices. To portray this perception, this study applied field-notes taking, observations, and interview questions. In the initial process, the participants developed their background schemata and synthesized all knowledge from books and classroom discussion. In the final process, they practiced designing a lesson and acting out as classroom teachers individually. Thus, this study was able to document their behavior, which reflected their perception. Predominantly, students had similar perception. The representative map tended to show that they included the Indonesian context in designing a lesson as well as acting out as classroom teachers. In the interaction process, they tried to engage students with Indonesian context rather than English context. Yet, it results bad implication in which both pre-service teachers and their future students will not learn English in the proper context. As pre-service teachers, they should not teach in their comfort zone and start to learn to include English socio-cultural context when they teach English.

**Abstract no: 1144      Partnership with Librarians: A Strategy to Improve Secondary School Students' English Literacy**

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As one of the world's concerns, education for all including English education has required development of literate societies. This could be well supported by the availability of good literacy facilities and innovative teachers in schools. Teachers and librarians play an important role in facilitating students by among others providing library collection and managing it as one of the learning resources. This study aimed at examining the use of teacher *Partnership with Librarian Strategy* (PLS) in improving students' English literacy skill achievements. Forty-five students consisting of seventh, eighth, and ninth grades of one junior high school in Palembang were selected randomly as the sample and an equivalent time series design for intervention for three months was applied to see the progress achieved by the students after every four meetings were done. The data were collected by using reading, listening, writing, and speaking tests before and after in addition to those of the formative tests during the intervention. The results showed that among the four skills, the significant mean scores obtained by the students fell on reading skill (highest), followed by listening, speaking, and finally writing. However, the highest percentage of students' achievement contributed to their total English literacy achievement was of reading and the lowest one was listening. Based on these results, some interpretations and conclusions are discussed and drawn consecutively.

**Abstract no: 1145      Problem-Based Learning Technique to Improve Students' Speaking Skill in EOP Class**

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This study had a purpose to find out the result of the implementation of Problem-based Learning in teaching speaking for the initial Flight Attendant Students in Garuda Indonesia Training Center, Cengkareng, Jakarta Barat. Problem-based Learning (PBL) in its most current form originated in Medical Education but has since been used in a variety of disciplines at a variety of educational level. It is also challenging to implement the PBL in teaching speaking in English for Occupational Purposes (EOP) context, in this case, English for the Flight Attendant or in-flight English. In-flight English focuses in the language and expressions used in-flight to communicate not only with the members of the airline staff but also with the foreign passengers. Problems which are considered to be the trigger of learning are gathered by interviewing senior Garuda Indonesia Flight Attendants. Barrow's seven steps are then used as steps in implementing the PBL; defining problems, working in small groups, analyzing the problems, doing the brain storming, learning independently and practicing the dialogue regularly. The sample was selected by using simple random sampling and 20 flight attendants were chosen as the sample. The data was collected from observation and interview and was analyzed using qualitative data analysis. After implementing the PBL, the data showed that students' speaking skills had improved. It can be concluded that implementing the PBL might support the existing theory on teaching speaking for English for Occupational Purposes.

**Abstract no: 1146****Investigating Learner Engagement with Written Corrective Feedback in Tertiary EFL Writing Classroom**

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Learner engagement with feedback has not received much attention in L2 writing research, particularly in the area of written correction feedback (WCF). Little has been done to examine this aspect in L2 writing due to the fact that many preceding studies have explored the use and impact of WCF on learners' writing abilities. Combining Ellis' (2010) and Han & Hyland's (2015) framework of multi-dimensional perspective of learner engagement with feedback, this paper presents a report on a case study involving four non-English department students with regard to their engagement with WCF given by their teacher. It will highlight their engagement seen from three major areas namely cognitive, behavior, and affective. To gain a deep understanding on the multi-dimensional perspectives of their feedback, multiple sources of data collected from a semi-structured interview, students' writing and classroom observation are employed. The findings of the current study reveal that those three multi-dimensional factors in learner engagement with WCF are complex yet dynamic influenced by such factors as learners' proficiency, learning styles, beliefs, future aspirations, and previous experiences. It is expected that this exploration will be of beneficial contribution to English teachers working with EFL learners in tertiary education context to understand the complexity of learner engagement with WCF in order to intensify their classroom practices and strategies.

**Abstract no: 1147****Identification of Problems of the Existing English Text book to Meet the Learning needs of English Speaking Course II at Muhammadiyah University of Parepare**

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The need assessment in teaching and learning English is very important to carry out in order to obtain a deep understanding and greater input about current and future needs of language learners which is expected to cover and to ensure the content of curriculum which appropriates the learners' need as closely as possible (Cowling, 2007). Based on this view, this research study has explored the performance of the existing English text books for speaking course II which has been used by some lecturers of English at Muhammadiyah University of Parepare (UMPAR).

This study compared and analyzed 4 existing text books which has been used in teaching English speaking course II. There are four lecturers of English speaking and 40 students of English were interviewed to see the deep performance and advantage the existing English text books. Then, the data was analyzed descriptive quantitatively.

The result of this research study found that some important aspects of the instructional materials of the existing text book should be perfected as a requested materials in higher education curriculum. These aspects are namely, content, task activities, supplementary, evaluation, illustration and teacher's manual guide.

**Abstract no: 1148****Student Teachers' Cognitions in Intensive Reading Instruction**

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Studies on teacher cognitions (TC) explore teachers' psychological constructs which encompass their thoughts, knowledge, beliefs, and perceptions, and investigate the link between these constructs and their classroom practices (Borg, 2003 & 2006). Despite the abundance of TC research, research that explores student teachers' cognition has been scarce, especially in the Indonesian context. Our presentation reports on a qualitative study that examined whether student teachers' beliefs and

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knowledge in relation to L2 reading instruction had an influence on their teaching practices. Five undergraduate students enrolled in an English Education department in Jakarta and at the time of the study doing their teaching internship at a private school in Jakarta agreed to participate. To gain measures of their knowledge and beliefs we conducted video-stimulated recall interviews and analyzed their lesson plans. Our findings reveal that while their knowledge of teaching reading consisted of comprehension questions and some alternatives to comprehension questions (e.g. speed reading, repeated reading, and information transfer), their practices mainly comprised comprehension questions. Our presentation will also include discussion of two main factors underlying this incongruity between their knowledge and practices: their (false) beliefs and the advice from their college supervisors. From these findings we argue for the roles of college supervisors and the teacher education program in not only imparting knowledge on sound teaching methodology but also shaping their beliefs through learning experience in college and encouraging them to use the taught teaching reading techniques throughout the internship program.

**Abstract no: 1149**

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**Perception of a Writing Course for Pre-Service Teachers in Korea**

Writing is increasingly important in English education. However, teaching and learning writing in EFL setting like Korea is not an easy task. The Logical Thinking and Writing in English' (LTWE) course is designed by Ministry of Education and Science Technology specifically to help pre-service teachers improve L2 writing, yet the given information on the subject is hardly enough to design the course. The present study aims to 1) investigate the pattern of the LTWE course, 2) describe an LTWE course, and 3) examine the instructor's and the students' perception of the LTWE course. To answer the research questions, the present study collected the 18 LTWE syllabi in Korea, observed a LTWE course in a university and interviewed the instructor and 10 students in the course to collect perception. Observation and interview were audio-recorded and contents were qualitatively analyzed. Major findings of the present study are as follows. First, the LTWE courses in Korea were considered as subject-matter knowledge considerably more than as pedagogical knowledge. Process-oriented and genre-oriented approaches are most commonly found and writing topics are related to English education. Second, the observed LTWE course was to achieve academic writing development. Writing topics are chosen from English education and the course adopted process-oriented approach, which is similar to a previous study. Third, the students perceived the course was helpful to develop subject-matter knowledge such as topical knowledge and language awareness. 1-to-1 conference with the instructor was the most preferred way by the students.

**Abstract no: 1150**

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**A Study on the Use of Songs to Improve Students' Mispronunciation at SMA Negeri 1 Sinonsayang**

The aim of this study is to find out if songs can be used as effective media in teaching and improving students' mispronunciation at Senior High School in order to see whether the use of songs can be effective in Improving Students' Mispronunciation. This study is quantitative study through true-experimental design method. Two groups of the first grade were chosen as the object of research. The population of this research consists of all students of the first grade at SMA N 1 Sinonsayang. The sample of this research was the first grade, divided into the

experimental group and control group which were selected randomly. The instruments of this research were tests in the form of oral test, post-test after treatment. The two groups were tested with the same tests. After giving the treatment to both groups (teaching the experimental group by using songs and teaching the control group without using songs), they were evaluated by using the same post-tests. The findings in the analysis show that the scores of the experimental group are higher than those of the control group. It shows that there is a significant difference between the achievement of the students who are studying English to improve students' mispronunciation without using songs. Song is an effective media that can be used in helping the SMA students to improve their mispronunciation of certain English words. It is a simple media but interesting to increase students' motivation in learning English. It is recommended, therefore to use songs which are simple, enjoyable, pleasurable, and easy to learn.

**Abstract no: 1151**

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**IST (In-Service Training) Model to Improve English Teachers' Pedagogical and Professional Competences in Computer Science Department in a Higher Education**

The fact that English teachers teaching at a computer science department do not really know the information technology (IT) subject, as well as its terminologies, most of the time bring about difficulties to figure out what kind of teaching materials which are appropriate to the students. Another fact, however, is also found that some computer science teachers do not have English language teaching background. It is also a drawback for this group of teachers since they do not really know how to teach the language. This is a need analysis used as a preliminary study to develop in-service training (IST) model to improve English teachers' pedagogical and professional competences in the computer science department. Pedagogical and professional become the core study since these two are the obvious difficulties faced by the two groups of teachers. This study involved computer science teachers, the curriculum administrator, and the students in two private universities and one state university in Yogyakarta, Indonesia. Observations, open interview, and questionnaire were used to gather the data. Conducting research to validate the model is planned as the follow up activity.

**Abstract no: 1152**

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**Jurassic World, a Fun Movie! Examining Students' Perceptions towards English Movie**

In today's world, media have a great deal of impact on human's life. According to statistics, youths ages 8-18 spend approximately 6.5 hours each day using media (Rideout, Roberts & Foehr, 2005). This is an activity that far surpasses the time they spend with parents, doing homework or playing sports. For many English language learners, listening and speaking are difficult skills to be improved. Therefore, they have to find the most suitable way to improve their own listening and speaking skills. Considering this phenomenon, this study intends to examine students' perceptions towards watching English movie. Among young people, watching English movies is fun activity they should not miss. The instrument used in the data collection was a questionnaire that consists of three parts for finding out the background of the respondents, English movie watching perceptions, and level agreement towards English movies. The data were analyzed statistically. The findings indicated that English major students are aware that they can improve their listening and speaking skills by watching English movies. English movies are believed to be more



effective than other media as teaching tools. Students think watching English movies has more direct influence to listening skill compared to speaking skill. Future studies are recommended to gain more information whether English subtitles or Indonesian subtitles is more effective as learning media, and also which movie genre is more effective in English skills development.

**Abstract no: 1153****Effects of Focus-on-Form Techniques on Noticing and L2 Form Learning**

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This study investigates closely the effects of one input-based and two output-based focus-on-form (FonF) techniques on noticing and learning the English hypothetical conditional by Chinese college-level English learners. The input-based FonF technique under investigation is textual enhancement, and the output-based techniques are individual oral output and collaborative oral output. By employing an experimental design, the research reveals: 1. the output-based FonF techniques, including both individual and collaborative oral output, are effective in promoting noticing and learning the target linguistic form; the collaborative output, however, fails to show significant advantages over the individual work; 2. the input-based FonF technique, namely, textual enhancement, is not effective in facilitating noticing and learning the target form. The facilitative effects of pure textual enhancement on triggering attention and promoting learning are believed to be constrained by the demands of the subsequent task, which encourages a top-down strategy in processing the input information. While the facilitative effects of oral output on promoting noticing and learning further testify the "Output Hypothesis", it is believed that the failure of collaborative oral output to show significant advantages over individual work is most likely a result of constraints by the detailed conditions under which the collaboration is conducted.

**Abstract no: 1154****Sight Translation: Obstacles and Strategies**

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Interpreting Study is part of Translation study which since beginning of time plays significant role not only in distribution of knowledge and culture but also in establishing relations worldwide; culturally and diplomatically. The needs having more written and oral translator are increasing considering the bigger needs are required by human kind. Having people with ability to transfer ideas and messages from one language into another in wide range aspect of life such as entertainment, law, science, military and others becomes higher in demand. Thus, interpreting study becomes a preferable study for many people in different parts of the world, including Indonesia and Bali in particular.

This research tries to reveal obstacles and strategies applied by English Department students of Udayana University who take interpreting study in the in sixth semester. It applied combination of a class action research and library research. Documentation method used for this study and it is applied note taking technique and supported by questionnaire. The data used for this study is taken from the recorded voices of sight translation assignment.

The result of the study shows that there are various obstacles that the students performed, however the common and major obstacles they faced are; difficulties in getting the right diction or proper vocabularies, nervous, and the feeling of afraid in misinterpreted the text. The strategies used for sight interpreting are various; they are reading and understanding the text, note taking, managing the tone or intonation, giving addition and elaboration.

**Abstract no: 1155****Interactive Comprehensible Written Input-Output Instruction in English for University Students**

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The goal of this study is to propose a task which combines input-output activities to foster students develop their writing ability. An approach called *Interactive Comprehensible Written Input-Output Instruction* is designed and developed to maximize input obtained through reading materials that are then used to produce meaningful paper or essay. Assuming that there is a problem with the ability of students to use the language, especially in terms of ability to write, which is important for every students of English, learning in a group can be used to benefit the students get input from the reading process to influence their writing skills. The study involved 36 Mathematics students who attended English course in the first semester of academic year 2016/2017. Students were given the opportunity to proceed narrative text and anecdotal text, make text reconstruction continued by paragraph predicting, write prediction, give and receive feedback, and make revisions. The results showed that there was a significant difference between students' ability to write a comprehensible output of writing before and after the implementation of Interactive Comprehensible Written Input-Output Instruction. From the five aspects of writing, the students obtained two highest increase in terms of content and organization. Then, the predictive ability of students was quite high as evidenced by the nine groups that made predictions, five groups could do appropriately.

**Abstract no: 1156****Sex-Based Grouping in English Language Teaching**

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The main objective of this paper is to look at the students' and teachers' perspectives in the use of sex-based grouping in English language teaching. The main idea of the paper is drawn from the literature on the gender differences in communication that has been much discussed in the literature of language and gender. Spearheaded by Lakoff (1976) and Tannen (1990), it was proved that men and women have significant differences in communication. The subjects were a class of 30 students drawn randomly in one high school in Makassar, South Sulawesi, Indonesia. To collect the data, 12 students (6 male and 6 female) were interviewed related to their tendency in sex-based grouping. Interviews were recorded and transcribed, and after that it was discussed in relation to the issues raised above. In addition, teachers and students were asked to answer the questionnaire in order to reveal their perception about the application of sex based grouping in English language teaching. The results of this study showed that teachers and students have good perception toward the application of sex-based grouping. This results were then discussed in relation to the gender differences in English language teaching.

**Abstract no: 1157****Purposes Learning Materials**

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This study aims to 1) identify students' perception in carrying out the needs analysis process including its hindering and supporting factors, 2) to explore students' perception in developing ESP learning materials, 3) to map out factors correspond to the students' strengths and those that lead to the students' weaknesses in the process of developing ESP learning materials. The nature of this study is qualitative. The subjects are the seven semester students of English Education Department, Faculty of Languages and Arts, Yogyakarta State University who have taken English for Specific and Material Development courses. There are 34 respondents who have filled up the questionnaire and 6 of them are

randomly chosen for being interviewed. Data gathered in this study were in the form of qualitative i.e. students' expressions and sentences and quantitative i.e. numbers which all were analysed descriptively. Results from this study indicated that during the needs analysis process a number of students relied their information from target learners and instructors. Only few students realized the importance of exploring information from various involved parties including the practitioners. Results also showed that there was a significant gap between students in their material development process. Some students perceived some factors as challenging but some others perceived them easy. Difficulties in exploring comprehensive information during the needs analysis process due to the learners' objection resulted from several reasons including the tight schedule of their workload become the students' hindrances in their material development process. Meanwhile, working in group or team was admitted to be one of the factors that supported the material development process.

**Abstract no: 1158****Pre-Service Teachers' Belief of English Language Learning in the Frontier Region**

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The need of English teachers in the frontier region is very urgent since the educational background of some former English teachers there is not English. This leads to the importance of the quality of English teachers, so pre-service teachers are prepared to understand about teaching English and improve the quality of teaching English as a foreign language through their beliefs. This study deals with the pre-service teachers' belief throughout one of their subjects in teaching college. It used 34 items survey of Beliefs about Language Learning Inventory (BALLI) by Horwitz (1987) which were related to five areas: 1) English language aptitude; 2) the difficulty of language learning; 3) the nature of language learning; 4) learning and communication strategies; and 5) motivation and expectations. The participants were 35 pre-service teachers (9 males and 26 females) who had taken their subject of strategies in teaching English. The result revealed that the pre-service teachers was highly motivated in teaching English and had positive beliefs as regard the difficulty of language learning, communication strategies and motivation and expectations about learning English as a foreign language. The study recommends a wider investigation of pre-service teachers' belief in the frontier region to provide how an English teacher should be, so it can avoid any misconception about teaching English.

**Abstract no: 1159****EFL Teaching: How to Balance Being Theorists and Practitioners**

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Teaching of English as a Foreign Language (TEFL) in 21<sup>st</sup> century is not an easy task by any means. The influx of online resources and the learners' increasing engagement with hand held gadgets have posed many challenges for EFL practitioners ranging from keeping pace with the information glut to ensuring learning to be contextual and engaging. This situation clashes with a teacher's theoretical knowledge. Many learning theories and methodologies seem obsolete when compared to teaching in the existing age of information. (Robin, 2008). This clash of ideas becomes deeper when contradictions appear between institutional demands, learners' expectations vs. aptitude levels and one's personal teaching-learning experience and theoretical background. The proposed interactive workshop addresses such contradictions with the help of hands-on activities to suggest various ways to develop and apply a personalized teaching philosophy. The presenter intends to suggest a balanced teaching approach t

that can go parallel with the well-established teaching methodologies, syllabus demands and the 21<sup>st</sup> century EFL learners' expectations. The presenter aims to discuss the elements of pedagogical freedom, and the ways to integrate a personal theoretical frame to the academic demands and expectations of both the institutes and the learners. The workshop is designed to engage both the new and experienced instructors by integrating their own teaching philosophies to the actual teaching practices by using mix and match worksheets, pair-talk and open-ended questions based on critical thinking during the session.

**Abstract no: 1160****Mind Mirror Activity as a Learning Model for Integrating Critical Thinking Skill into the Reading Class**

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In teaching the students how to comprehend the reading texts, they should be facilitated with good activity which can help them improve their reading comprehension ability. In this study, it focused on integrating critical thinking skill into the reading class by implementing Mind Mirror activity as a meaningful learning model. The objective of this study described the students' reading comprehension and critical reading skill. Mind Mirror activity is also learning tool that can be useful activity for discussing the characters in a book or story. It enables the researcher to integrate target language objectives with the development of critical thinking skill. It covers six cognitive skills; interpretation, analysis, evaluation, inference, explanation and self-regulation. This study used some forms of prose, such as short stories and novels as teaching media, then illustrated and analyzed the character's point of view of them. The researcher distributed Mind Mirror worksheet. Short story and novel as good reading texts for students because they are interesting and potential materials. This research was experimental research and implemented quantitative research method. The subjects of this research were the students of English Education Study Program of Muhammadiyah University of Parepare. Test and questionnaire used as instruments of this research. Questionnaire used to collect the data of the students' attitude and perception toward the implementation of Mind Mirror activity. Besides, the use of test aimed to know the students' reading comprehension specified on critical thinking skill. Based on the data analysis of questionnaire, the researcher found that the most of students thought agree toward the implementation of Mind Mirror activity and their achievement got improvement. In other words, it has positive effects for the students' reading comprehension improvement. It is concluded that the implementation of Mind Mirror activity is a good learning model and recommended to be applied into other English language classrooms.

**Abstract no: 1161****Learning and Transfer Strategies in the Paradigm of Second Language Context**

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This article discusses the learning and transfer strategies used in the SLA context in written documents. A mixed method research was conducted to investigate the learning and transfer strategies used and the contributing factors. Among the transfer strategies investigated in this study were substitution, literal translation, alter structure and misinterpretation while the learning strategies of simplification were misinformation, replacement, addition, misordering and deletion of morphology and syntax. This study triangulated the data from document analysis, interviews and questionnaire to evaluate the contributing factors and effects of learning and transfer strategies in the ESL context.

**Abstract no: 1162**

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**Voices of English Language Teachers and Students of Secondary School Levels on the Utilization of Code-Switching Practices in the Process of English Language Teaching in Yogyakarta**

Use of code-switching practices in the process of English Language Teaching (ELT) at secondary school level becomes a hot issue among academicians and experts in the contexts of English as a second language and as a foreign language. This relies on the controversial theory which claims that use of code-switching (CS) in ELT directly or indirectly retards students' English language proficiency. This claim is strongly argued by a large number of experts who highlight that use of CS is tolerable in the process of ELT as CS serves many functions. In relation to this debate, this paper aims at exploring the voices of English language teachers and students of secondary school level in Yogyakarta on the employment of CS in classroom communication practices. To obtain the objective, this study voluntarily invited 60 English language teachers and 600 students of secondary school levels in Yogyakarta. Questionnaire distributions and interviews were employed in this study. The gathered data were then analyzed with the use of a descriptive qualitative method. The result reveals that code-switching practices in classroom communication are positively viewed by the respondents on the grounds that CS serves a great number of functions which include to sustain the classroom communication, to clearly explore the grammar presentation, to qualify the content of the topic, and others as explored in the complete paper.

**Abstract no: 1163**

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**English Teachers' Classroom Practices and Beliefs of Authentic Assessment**

Authenticity of classroom assessment practiced by English teachers in Indonesia becomes a pivotal topic since the 2013 curriculum explicitly states that authentic assessment has to be the core of process assessment required by the curriculum. A survey has been done involving English teachers from 23 junior high schools in Bali. Focus of the study involves the authenticity of assessment as shown in teachers' lesson planning and implementation. Data were collected through document study, questionnaire, and interview. Data were analyzed descriptively. Results of analysis show that, *first*, seen from the lesson plans, it was found that the relevance of the assessment with the teaching and learning activities and the skills taught is good; but the relevance of type of assessment used to assess the intended skill is just moderate. Of six types of authentic assessment, the teachers mostly practice performance assessment (73.91%), essay (52.17%), project (47.83%). While portfolios, product, and self-assessment are rarely used. Problems on the later aspect relates to the use of multiple choice type tests to assess productive skills, and unavailability of appropriate assessment rubrics to assess students' English language performance. *Second*, it was found that most teachers consider that authentic assessment is applicable to productive language skills only; and that students' data obtained through authentic assessment is just additional to data from formal tests conducted in mid and end of semester.

**Abstract no: 1164**

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**English as an International Language (EIL) in ELT Textbooks: The Case of Cambodia**

It has been widely established that the global expansion of English assisted by the forces of globalisation, has challenged the monolithic view of English, its user, and its culture. The outcome of the expansion has consequently led to a shift in paradigm from TESL/EFL to TEIL, which

calls for the need to instil in students, as the 21<sup>st</sup> century citizens, awareness of the plurality of English, attitudes that appreciate this plurality, and the ability to communicate across cultures. Some ELT textbooks writers have attempted to ensure that the textbooks reflect this shift. For example, as a country that has recently announced its official entry into the ASEAN and its official return to the international economic arena, the Ministry of Education, Youth, and Sport (MOEYS) of the Kingdom of Cambodia realise the importance of raising students' awareness of linguistic and cultural diversity. Thus, the MOEYS has recently published Grade 7 to Grade 9 English language textbooks that claim to allow students to –explore how different countries and culture live, learn/appreciate different cultures and different accents, and learn how to talk to people from all around the ASEAN community and the world. However, the extent to which ELT textbooks have been successful in incorporating TEIL paradigm is still a major limitation (Rose, 2017). To address this gap, this paper reports on preliminary findings of an on-going research project on the evaluation of how Cambodian ELT textbooks attempt to teach EIL. It is hoped that the project's findings and pedagogical implications will be beneficial to other teaching contexts that aim to develop EIL-informed materials.

**Abstract no: 1165****An Evaluation Study on the Implementation of English Instruction in the State Primary School in East Jakarta**

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The purpose of this study is to investigate the effectiveness of the implementation of English instruction in one state primary school in East Jakarta. This evaluation research uses the framework of CIPP which covers four components: (1) Context, (2) Input, (3) Process, and (4) Product. The research method applied is qualitative-research method. In term of the Context, the research examines the documents supporting the program, the environment of the school supporting the process of the implementation of English instruction, and the expectation of the parents. In relation to the Input, the research examines the curriculum, the materials, the requirements of the teachers, students' interest in learning, and learning facilities. Concerning with the Process, the research examines the teachers' interest in teaching English, teachers' competence, implementation of teaching and learning activities, while the Product examines the achievement of learning outcomes. The participants of this study are teachers, students, parents and the head of the elementary school. The data were collected using document analysis, in-depth interview, questionnaire, observation, and inventory techniques. The data are categorized into low, moderate, and high, based on the objective standard and the judgment on every step evaluation using case order-effect matrix summary. The findings of this evaluation study indicate that some components of the English instruction in primary school need to be improved, and the English instruction can be continued.

**Abstract no: 1166****Competing with Internationally Known Researchers on Winning English Related Research Grants: Why Not?**

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IDP Australia, British Council and English Testing System (ETS) are a few examples of organizations which consistently provide research grants for English language practitioners and researchers worldwide. The amount of money allocated for individual research varies from as little as US\$5,000 to over US\$35,000. Researchers from ASEAN are also eligible to receive the grants. However, to date, the winners of the grants are still dominated by proposers from western countries such as England, Australia, and USA. In this presentation, I will share my experiences with

conference attendees about my personal endeavors trying to compete with well-respected researchers from other countries and test my luck for winning the international research grants. Issues related to grant proposal writing which should be accounted for by researchers will also be discussed. During the talk, the attendees will also have the opportunity to take a quick look at the example of a winning proposal.

**Abstract no: 1167****Influence of Motivation and Language Learning Environment on the Successful EFL Learning**

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The research seeks to investigate successful learners' motivational changes and learning histories from the first time they studied English until the achievement of high proficiency in the foreign language in Riau Province Indonesia. The central research questions are to reveal what motivational changes and learning histories successful learners display and how these learners have sustained their learning motivation until they eventually achieved high level of proficiency while studying in EFL environments. The participants are six adults who have achieved high levels of English proficiency. The design used in this case study involves both holistic and specifically focused analyses, by which each participant's learning history is collected through individual interviews. The research reports each participant's learning history, and the initial proposition concerning motivational change and salient motivational sources found in the participants' learning histories are collectively analyzed and discussed. Exploring the data concerning how the participants have sustained their language learning motivation resulting in the idea that sustained motivation is not always present in successful foreign language learning. What make these six successful EFL learners different from other learners in Riau are their perseverance and intensively-prioritized EFL learning. In other words, they develop a more intentional psychological force, known as commitment. The results provide new, engaging, and important information to people who are seriously involved in foreign language learning in EFL contexts, especially Riau Province where the majority of learners fail to attain high levels of foreign language proficiency after receiving years of formal education.

**Abstract no: 1168****The Students' Perceptions of Collaborative Summary Writing as an Activity to Comprehend Reading Texts**

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Reading and writing are interrelated skills that should be mastered by the EFL students. The ability to writing is highly influenced by the reading skills. Thus, those two skills need to be mastered simultaneously. This study investigates the students' perception of the importance of collaborative summary writing to improve their ability in understanding reading texts. The emphasis of writing summary collaboratively is significant since it helps the students to master the skills with the guidance of teacher and peers as the primary stage before the students master the skills independently. Thirty university students participated in the study for about two months. The students were assigned to read many kinds of text during the study. Then, they write the summary of the text in pairs and in groups. The students were asked to show their comprehension of the text by writing the important points from the text. The results of the summary writing were compared and discussed with other groups. The students then reflected their results of summary writing through a questionnaire. The data were analyzed through descriptive analysis. The results reflected that collaborative summary writing helps the students to understand the text better. The activity helped them to achieve the goal of communication in

reading texts.

**Abstract no: 1169**

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**Speed Dating as a Motivating Task in the EFL Classroom**

According to Professor Rod Ellis, TBL consists of four fundamental elements. This particular teaching idea, which exploits the popular social phenomenon of speed dating, applies these core principles, in addition to focusing on post-task reflection. Speed dating makes effective use of the classroom dynamics to facilitate and encourage students to easily communicate with each other. The style of this activity is highly focused towards fluency by reducing the affective filter of students as they engage with one another. This interactive, theory-based workshop uses the framework of Speed Dating to encourage students of all levels to communicate naturally with each other. Both form and function are addressed. Learners' schemata are activated prior to concentrating on correct form before launching into a communicative-based task. It presents a ready-made lesson for other teachers to use in future classes. It will be demonstrated during this presentation that the core principles of this classroom set up can easily be used for effective classroom use with a number of other social and business settings - such as 'flatmate sharing' and 'job interviews' Previous student output and reflections will be shown at the end of the workshop to demonstrate the flexibility and effectiveness of this as a language acquisition tool.

**Abstract no: 1170**

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**Mobile Assisted Language Learning using Android Applications: Students' Experiential Study in Learning English Pronunciation**

Sufficient provision of language exposure determines the success of language learning. Learning environment, which serves as a place where learning is fostered and supported, should be nurtured in such a way to facilitate learners' success in attaining their learning goals. With the rapid development of unpteen applications for language learning and their widespread use, they have been considered as one notable learning source. This study aimed at analyzing the students' choice and perceptions of utilizing selected mobile applications in their English Pronunciation learning. The continuity of the initiative was also analyzed. This study employed qualitative design and involved 30 freshmen attending Pronunciation course. The data were obtained through semi-structured interviews with the students, and a questionnaire involving open ended items. The result showed that the students perceived positively about the mobile learning applications in their Pronunciation class and most of them continued using the applications in their independent learning after the semester ended. It provided an insight that applications in mobile phone encouraged opportunities for learner-centered environment and enhanced students' learning autonomy.

**Abstract no: 1171**

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**Strategy Use or Proficiency: Solving Academic Reading Comprehension Problems among K-11 Stem Students**

The current study seeks to add to a small number of research investigating the relationship between proficiency and strategy use in solving academic reading comprehension problems among bilingual Senior High School students of Science, Technology, Engineering and Math (STEM). To find out whether any relationship exists among these variables, three instruments were used: a sample standardized academic reading section of IELTS, English Unlimited test of proficiency (written) and Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002), an



instrument designed to measure the type and frequency of reading strategies used by second language users based on self-report. Three questions are addressed: (a) What metacognitive reading strategies do K-11 STEM students employ in solving academic reading comprehension problems? (b) Does metacognitive reading strategy use have a significant relationship with solving academic reading comprehension problems? (c) Does English proficiency have a significant relationship with solving academic reading comprehension problems? Results reveal that there is a small significant relationship between either proficiency or strategy use in solving academic reading comprehension problems, and that students report more use of problem-solving strategies (4.03) than either global strategies (3.62) or support strategies (3.50) in reading academic texts.

**Abstract no: 1172      **How are Writing Plans Actually Executed in the L2 Writing of Korean University Students?****

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Planning is defined as the process of –brainstorming ideas on the topic and organizing these ideas in preparation for the actual writing (Macaro, 2003, p. 230). Obviously, planning affects the quality of a text. According to Ellis and Yuan (2004), L2 writers focus their attentional resources on content and organization of a text in the planning stage, which makes them able to concentrate on the manipulation of language in the actual writing stage. Their research showed that planning improved the L2 text in quantity, fluency and complexity of language, but not in linguistic accuracy. On the other hand, Ong and Zhang (2010, 2013) made a contradictory claim that planning might impede fluency as well as the lexical complexity of L2 texts. These previous studies are all experimental studies where the planning variable is manipulated. However, the present study is more interested in qualitatively analyzing how planning is actually executed in the L2 writing. Seventy two students in a college English writing class at a university in Seoul, Korea participated in the study. Given a writing prompt, the participants were first asked to write out as many ideas as they could either in Korean (L1) or in English as a brainstorming. They were then asked to organize their ideas in a given sheet by taking notes for a topic sentence, supporting sentences and sub-supporting sentences for each paragraph. Finally, the participants wrote an English essay for 40 minutes. Their essays were closely examined to find out how intermediate-level learners of English use, develop, and execute their writing plan while they write an argumentative essay.

**Abstract no: 1173      **Teacher Efficacy in Instructional Strategies in Classroom among Tertiary Teachers in Central Java Indonesia****

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The objective of this study is to investigate teacher efficacy in instructional strategies in classroom among tertiary teachers. The participants of this study were seven teachers at tertiary level from seven universities in Central Java Indonesia. The instrument used to gather data was depth interview and questionnaire. This study used descriptive design using mix method quantitative and qualitative analysis. The quantitative analysis used descriptive and T-test analysis, while the data taken from interview was analysed qualitatively. The analysis of data was based on gender, teachers' age, teacher' teaching experiences, teacher's educational background. The study found that teacher efficacy in instructional strategies in classroom based on gender it was found that male teachers (mean = 59.10) is higher than female teachers (mean = 57.75). Based on teachers' age, teachers whose age over than fifty years (mean = 64,29) is higher than those who are under fifty years ( mean = 55.55). Based

on teacher's teaching experiences, teachers who have been teaching over than twenty years is higher ( mean = 59.50) than those who are less than twenty years (mean = 57.26). Based on teacher's educational background, teachers who graduated from doctoral level is higher (mean = 59.92) than those who are from master level (mean = 58.06). However, based on T-test analysis the difference among those variable (gender, age, teaching experiences, and teacher's educational background) is not significant.

**Abstract no: 1174**

**The Javanese Students' Understanding Toward TEFL and Its Culture**

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Language and culture are inseparable and they shape each other (Trosborg, 2010 p.2). Learning English as Foreign Language (EFL) is not only learning grammar, vocabulary, and pronunciation, but also learning its culture; such as song, film, food, building, and specific circumstances. This paper focuses on how Javanese EFL young learners are introduced to foreign culture and can be made to learn it at home through some media and in social situations. This study is quantitative approach and employed 15 students in Central Java as the participants. The data were collected through questionnaire. Each participant was provided with some questionnaires intended by the researcher as data which were then analyzed. The analysis helped in identifying some possible ways of teaching foreign culture to Javanese learners. The result of the research shows the students are still lack of understanding foreign culture taught by their teacher. The present research recommends that English teachers still need to explore many skills and approaches of teaching foreign culture especially to young learners and to improve methods of teaching EFL both English as foreign language and foreign culture.

**Abstract no: 1175**

**Increasing Students' Interest by Decreasing Reading Material: A Case Study of Prose Class 2015 ELESP Sanata Dharma University**

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Prose lesson in ELESP Sanata Dharma University is a compulsory subject for students. In fact most students are lack of interest. There many factors that influence them of having an inadequate motivation. This research examines the appropriateness of the material, in this case some literary works, as one of previous factors that is connected with readability, students' vocabulary and reading time. It was held in Prose class odd semester 2015-2016 ELESP Sanata Dharma University. Based on the data, it was found that lecturers need to decrease the material in order that students can gain one of the lessons' goals that is to increase students' interest in appreciating literary works. Briefly, reducing massive materials is the right way. The most important thing is the quality not the quantity.

**Abstract no: 1176**

**External Raters' Feedback on Final Writing Test: Improvement for Teaching Writing in Senior High Schools in Indonesia**

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English language is being tested in Indonesia to determine whether each student can graduate from Senior High School or not. One of the English skills being tested is writing skills. Due to the fact that writing skills is not included in the national examination, the test is composed by the schools themselves. To maintain its reliability, external raters can be invited to score the writing test. The aim of this research is to use the feedback given by the external raters to improve the teaching of writing in Senior High Schools in Indonesia. The data is gained from 250 writing final test written by Senior High School students in Jakarta. All of the writing tests will be rated by external raters – they are 8 English lecturers working in a

university – based on the analytic evaluation rubrics provided by the schools. The naturalness of the lexis used is analyzed by using Corpus of Contemporary American English (COCA). After that, those lecturers should fill in the portfolio evaluation forms. The results are summarized and given to the Senior High School as the valuable feedback to improve the teaching of writing skills in the class. The pilot project shows that the collocation used by the Senior High school students is still unnatural. It is expected that the common and natural English collocations are being taught in the class to support a better piece of writing produced by the students.

**Abstract no: 1177****The Effectiveness of the Syllabus and Its Application in Lesson Plan Meeting**

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Syllabus and lesson plan have great roles in the teacher successful teaching. The regulation of Indonesia government has required teachers to design lesson in form of syllabus and lesson plan. Madania School especially in Lower Secondary Department has supported the teachers to apply the government program by doing lesson plan meeting. The aims of this study were to find out how the Lower Secondary Teachers in Madania School Makassar perceive a curriculum which is syllabus and lesson plan, how the syllabus effectively used in a lesson plan meeting, and how the lesson plan effectively implemented in the classroom. The study applied consecutive research which consists of three stages. The first stage is examining the perception of teachers on the function and effectiveness of syllabus and lesson plan. The second stage is measuring the effectiveness of the usage of syllabus in lesson plan meeting. The last stage is measuring the effectiveness of lesson plan implementation in the classroom. The research was conducted in grade 7 and 8 Madania Lower Secondary School of Makassar. The research found that the lesson plan meeting enabled the teachers to discover a variety of activities to do in the class. However, not all components of the lesson plans were effectively implemented in the classroom. The study has shown that there is no significant relation between the lesson plan implementation in the classroom and how the teachers perceive the curriculum.

**Abstract no: 1178****Sister School Program: Improving English Learning and Nurturing Cross-Cultural Understanding**

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The more authentic and real the learning process of a foreign language like English, the better the language skills achieved. The learning process of English becomes more authentic when learners directly interact with native speakers in natural setting through teleconference or home stay in a sister school program. This model is considered effective in improving the English language skills as it relates learners with their counterparts in inner circle countries (Kachru, 1992) like the United States, England and Australia. This study explores how a sister school program organized by AUSINDO EDUCATIONAL, a non-profit organization, can motivate students of primary schools to learn English more effectively. Using qualitative descriptive method, the study selects two primary schools (one in Bandung, West Java and another in Serang, Banten province) which are affiliated to two Australian primary schools. Data were generated from classroom observations, interviews with teachers, parents and students as well as document analysis of lesson plan and assessment sheets. Findings show that sister school program helps improve students' interests in learning English. Students can improve their English skills through various authentic activities such as teleconference, mail correspondence, and

exchange visit. The findings also emphasize the use of oral cycle (listening and speaking) for primary school students so that they can learn the language more naturally and therefore get greater success. In addition, exchange visit in the program improves students' knowledge of cross-cultural understanding, a soft-skill necessarily required in global competition.

**Abstract no: 1179**

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**Developing Digital Multimedia Based Scrabble Ceria' as an Interactive Learning Media in Teaching Vocabulary for 4th Grade Elementary School Students**

This research study aimed to develop Scrabble Ceria as an interactive learning media in teaching vocabulary for 4th grades elementary school students. The study was conducted in 10 steps of Bog and Gall model which was grouped into 4 stages: exploring, developing product, try out, and finalization. The subject were the 4th grade students of SD Labschool UNY Yogyakarta. The techniques of data collection were interview, expert judgement, and test. Instrument was validated by using content validity. The results showed that the product was valid and effective to be used in English learning. The product was valid with the rate of 5 'good' for content validity and with the rate of 4.2 'good' for media and it was effective to improve students' vocabulary acquisition. The mean score of preliminary test was 3.76; the score of the main test was 4.03; and the mean score of the field test was 4.08. Based on the result, the product 'scrabble ceria' was valid and effective to be used as an interactive learning media in English vocabulary learning based on the operational field trial showing  $p < 0.005$ , which means that there were a significant difference in the vocabulary mastery of the students who were taught using the developed media and those taught using a conventional media.

**Abstract no: 1180**

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**An Investigation of Factors Influencing Burnout among English Teachers in High schools and Language Institutes and Efficient Coping Strategies**

Despite the importance of teacher burnout and the factors leading to it, and the view that the levels and reasons of burnout may vary across different communities (Maslach, Jackson & Leiter, 1996; Rudow, 1999), these topics are rather untouched in Iranian EFL contexts. Therefore, this study intended to investigate the prevalence of burnout among English teachers in high schools (HS) and language institutes (LI), to examine the influence of settings on different facets of burnout, and to investigate the factors which cause English teachers to be more susceptible to burnout. Also the study aims to examine the coping strategies teachers use to prevent or deal with burnout.

To determine these factors, the Maslach Burnout Inventory- ES was administrated to 160 English teachers (80 in Language Institutes and 80 in High schools) in Isfahan and Tehran. In the qualitative phase interviewing, journal keeping and observation were used to collect information. The quantitative data were analyzed via SPSS. The result of the study revealed a difference in the level of burnout between English teachers in LI and HS. English teachers in HS experience burnout more and sooner. Furthermore, one of the findings of the study was that among the factors of burnout such as workload pressures, administration and management, the wide array of different responsibilities, teachers reported students and interacting with them as the most important factor leading to burn out. Different coping strategies have been reported by both groups of teachers as well.

**Abstract no: 1181**

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**What Works and What Doesn't: A Comparative Study on the Perspectives Towards the Teaching of English at the Tertiary Level in Malaysia and China**

Teacher belief is a crucial element in ELT and has been said to impact many aspects of language education such as professional teacher development and language education transformation plans or reforms. This paper explores the beliefs of teachers at selected tertiary level institutions in China and Malaysia on the following aspects: language teaching and learning, language learners, and the role of the teacher (Calderhead, 1995). The study's findings yielded some interesting insights on the differences in perspectives which can be attributed to the different socio-cultural context between the two countries. Understanding teacher beliefs is the first step towards improving educational systems and processes and this paper will analyze the common beliefs of the respondents in this study and the role/s these play in actual practice in the classroom in the two countries.

**Abstract no: 1182**

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**Cultural Scripts: A Model to Strengthen the Teaching of English Discourse Analysis**

One of the approaches to discourse analysis is pragmatics. Thomas (1995) suggests that pragmatics concerns much on meaning in interaction of which the areas cover the movement of meaning in certain dictum. It starts with meaning, utterance meaning, and force. The force can only be configured with cultural scripts, in particular to low-level scripts. Therefore, this articles aims at configuring meaning of a text as a model to strengthen the teaching of English Discourse Analysis. This model is designed for six semester students of the English department with such steps as: first, students are given some text to study. Second, the meaning and dictum of the text should be identified. Third, the meaning should be accordingly configured. The results of data analysis showed that (1) There are three dictum in pragmatics such as –I state something...!, I Question something...!, and –I want you to do something!; (2) cultural scripts to forces in English Discourses can be configured using low-level scripts model with if-when condition of which its components are entity, process, manner, instruments, result, time, and cognitive aspects; and (3) cultural scripts can be used as a model to strengthen the teaching of English Discourse Analysis.

**Abstract no: 1183**

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**The Effectiveness of a Model for Teaching English Using Curriculum 13 to Teach English to the Students of SMA Surakarta**

A model for teaching English using Curriculum 13 is developed based on the result of need analysis and to overcome the weaknesses of the existing model of teaching English (the result of the first year research). To make sure that the developed model is feasible to develop the students' four language skills, spiritual, and social attitude, it had been tried out in three classes of three SMAs in Surakarta (the results of the second year research). To find out whether the feasible developed model is more effective than the existing model to teach English to the students of SMA Surakarta, an experimental research (the third stage of Research and Development) is conducted in the third year. The research method used was Research and Development. Because it is an educational research, it is classified as Educational Research and Development. The results of the research in the first year show that there were still some weaknesses of the existing model for teaching English, so the prototype for teaching English using Curriculum 13 was designed/ developed. In the second year research, the prototype was

tried out followed by focus group discussion (FGD) as well as revision and it was feasible for the teacher to teach English, for the students to study English, and feasible for developing the students' four language skills (listening, reading, speaking, dan writing), spiritual, and social attitude. The result of the third year research shows that the feasible developed model is more effective than the existing model to teach English to the students of SMA Surakarta.

**Abstract no: 1184**      **Teachers' Beliefs and Practices Regarding The Use of L1 in Teaching English as a School Subject**

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This paper reports on the results of an investigation into the beliefs and practices regarding the use of L1 (Vietnamese) in teaching English as a school subject by a group of Vietnamese high school teachers of English. Data were collected by means of semi-structured interviews and classroom observation. The findings reveal both the convergence and divergence between teachers' beliefs and practice. Explanation for these convergences and divergences are provided. The paper concludes with recommendations for teacher education particularly regarding the emphasis on helping teachers to use English more effectively in the classroom.

**Abstract no: 1185**      **Classroom Interaction and Learning Opportunities in Non-English Major Large Classes**

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This paper reports on the results of an investigation into the beliefs and practices regarding the use of L1 (Vietnamese) in teaching English as a school subject by a group of Vietnamese high school teachers of English. Data were collected by means of semi-structured interviews and classroom observation. The findings reveal both the convergence and divergence between teachers' beliefs and practice. Explanation for these convergences and divergences are provided. The paper concludes with recommendations for teacher education particularly regarding the emphasis on helping teachers to use English more effectively in the classroom.

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**Abstract no: 1186**      **Vietnamese EFL Learners: Are They Passive?**

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There has been a widely-held belief in Western culture that Asian EFL learners, for example, Chinese, Thai, or Vietnamese, are usually shy, reticent, or passive. Asian EFL learners are believed to attend classes to listen to their teachers, do exercises, prepare for exams, and will generally keep silent. To date, there have been only a few studies which contest this stereotype and look in more nuanced ways at possible factors in Vietnamese students' classroom interactions (Tomlinson & Bao Dat, 2004; Le & Phan Le, 2013; Nguyen, 2015). This paper aims to contribute further to the existing small literature by observing classes and interviewing students and their teachers at a Teacher Training College in rural Vietnam. It forms part of a larger project exploring EFL teacher education at that site. Findings show that there are various reasons why students generally remain silent in class. Some are aligned with previous studies, but others have not addressed before. In particular, there are surprising insights gained by matching observed lessons with students' accounts of the internal 'unseen' processes which underlie their classroom performance.

**Abstract no: 1187****A Practical Study of CLIL in Japanese Elementary Schools**

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CLIL originated in Europe and has become increasingly popular in Japan. This study has the following three aims. The first is to examine how language teaching in the application of CLIL motivates elementary school children to learn English as a foreign language with the introduction of subject content. The second is to analyze how CLIL enhances their communication skills of listening and speaking through many thinking activities and cooperative learning. Third, in order to introduce subject content more effectively and also take individual differences into consideration, this presentation is to suggest that a CLIL class is likely to be well-organized in its close connection with multiple intelligences (MI) theory. Practically, authentic teaching materials of arithmetic, science and social studies are introduced into an English class in this research, which will enable children to learn content and language in an integrated way. For example, they can expand English vocabulary in various fields and naturally improve their language skills of listening and speaking, while they make a calculation, classify sea creatures, find a geographical time difference and study some important historical figures. One of the most important things is that a number of these cross-curricular English activities highly develop children's logical thinking and promote cooperative learning. The results of a questionnaire and small tests will reveal foreign language learning with subject content stimulates their intellectual curiosity, enables them to naturally acquire communication skills of listening and speaking, activate children's thinking and promote cooperative learning with the help of MI theory.

**Abstract no: 1188****Problem-Based Learning and Writing Process Combination in Teaching Writing**

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The objectives of this study is to describe teaching learning activities proceed when Problem-Based Learning (PBL) and writing process combination is implemented in English Foreign Language writing classroom and also to find out whether this implementation affects the students' writing achievement. The combination of PBL and writing process is proposed to create a series of activities in guiding the students to write an argumentative paragraph correctly and elaborating their writing through the steps coming up from this combination.

The subjects of this research are 31 students of third semester English department students. Students were given a problem as an idea of constructing their paragraph continued by receive feedback and make revision. The results showed that this combination could guide the students to write their argument structurally, make the students became fluently in putting their idea into a paragraph and there was an effect of this implementation in students' writing achievement. From 17 aspects of writing scoring rubric, the students obtained three highest increasing in terms of genre, theme, and structure.

**Abstract no: 1189****The Correlation between Self-Regulated Learning Strategies and Student's English Achievement**

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Every individual has different strategies in regulating their learning. They can set their goal and after that do a monitoring process, regulate, and control their behaviour and motivation. This active, constructive process which is done by the students is called self-regulated learning (Pintrich, 2003). Finding out the correlation between self-regulated learning strategies and the 10th grade student's English achievement at SMA Negeri

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2 Banjar and the most frequent self-regulated learning strategies used by the students there are the aims of this study. As a correlation study with ex post facto research design, there were 152 students as the sample. The data of the study were obtained through questionnaire which was adopted from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1991) for self-regulated learning strategies and record keeping document related with the student's English achievement. The result of the study shows that: 1) there is a significant correlation between self-regulated learning strategies and 10th grade student's English achievement at SMA Negeri 2 Banjar, and 2) the most frequent self-regulated learning strategies used by the 10th grade students at SMA Negeri 2 Banjar is peer learning followed by help seeking, time and study environment, metacognitive self-regulation, elaboration, critical thinking, organization, rehearsal, and effort regulation.

**Abstract no: 1190**

**Do Learning Strategies and Anxiety Influence Students' Grammar?**

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Successful foreign or second language instruction involves individual learning differences as important variables observed among students. Out of many variables, learning strategies and anxiety are highlighted to be major concerns influencing grammar performance. This paper sought to examine whether learning strategies and anxiety reported by EFL students influencing grammar score. Foreign Language Classroom Anxiety Scale (FLCAS) and Strategy Inventory for Language Learning (SILL) questionnaires were administered to fifty-eight student samples. Path analysis was used to map the relationship model of the variables in this study. The statistical analysis revealed that the influence of learning strategies and anxiety on grammar score partially showed 0.040 or 4.0% and 0.021 or 2.1% respectively. Furthermore, the influence of learning strategies and anxiety on grammar score was 0.063 or 6.3%. This implied that 93.7% of students' grammar score was influenced by other variables. The statistical analysis also showed that there was a negative correlation between learning strategies and grammar score ( $r = -0.200, p < .05$ ). Similarly, a negative correlation was also seen in anxiety and grammar score ( $r = -0.146, p < .05$ ). The findings contribute to improve the quality of teaching grammar and provide recommendation for future studies in the area of teaching and learning grammar in the EFL context.

**Abstract no: 1191**

**Ask Your Partner: Developing Students' Proficiency with Classroom Interactions**

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Students in the Korean EFL context face a set of problems not unfamiliar to students elsewhere in Asia. They may sit silently in the classroom as passive recipients of language and content. Some have plateaued at the novice-level. Others may have a great mastery of grammar rules and test-taking skills, but little ability to produce output.

This presentation demonstrates how the use of specific classroom interactions can improve learners' proficiency by making the classroom an atmosphere in which students understand more input, ask and answer more questions, and constantly reach for the next level with the use of particular forms of scaffolding.

While the greatest benefit of these interactions is the students' improved language proficiency, a secondary benefit is that, by increasing student talking time, we decrease teacher talk time. Teachers who employ these techniques tend to find that they produce less unnecessary teacher talk as their own interactions become focused on facilitating students' understanding, output, and interaction.



In addition to improving students' proficiency and decreasing teacher talk time, interaction techniques help to foster a student-friendly environment in which students themselves take ownership of their learning. Indeed, by the end of a semester of interactions, students of English and teacher trainees have shown the ability to independently produce quality output and scaffold each other's learning. As language teachers, this should be our goal. After all, scaffolding is designed to be removed when it has served its purpose.

**Abstract no: 1192**

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**Identity and Investment in the Learning of EFL**

In the quest for successful pedagogy of EFL, the notion of identity, autonomy, and agency has much been studied particularly with robust theoretical supports from socio-constructivism. However, there has been little on how such studies may practically contribute to the enhancement of English language pedagogy in this digital era. The presentation is aimed to fill the void by presenting the findings of a study aiming to describe EFL learners' narratives revealed through interviews. Within the presentation, the background of the study will firstly be presented. The presenter will then elucidate theories and elaborate previous researches underpinning the study to provide solid grounding. For further, a model of investment created by Darwin and Norton comprising of identity, ideology and capital is discussed and explained in terms of how the model was employed as a framework for this naturalistic investigation. The presentation will continue with how data were collected and analysed. Even though a survey was preliminarily done to 210 participants, the aim was to generate issues on factors influencing identity and investment of EFL students within three multidisciplinary cohorts of participant. Nevertheless, thick description was primarily obtained from the result of interviews to 6 participants of the population by using purposive random sampling. The finding was addressed in light of Darwin and Norton's model of investment in elaboration with previous researches and studies. While the implications were drawn in the form of descriptive pedagogic condition required for effective investment of EFL learning.

**Abstract no: 1193**

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**Developing Learning Materials of "English For It" at Umpar Indonesia:  
The Analysis Phase**

The learning needs should be obtained by a language teacher as the course designer before deciding what materials should be implemented in the classroom. The learners can maximize their engagement in the learning process after realizing that the instructional materials meet their needs. This study focuses on the needs analysis of learning English by the students at Information and Technology Department. This study was conducted at Information and Technology Department of Muhammadiyah University of Parepare, Indonesia. The respondents of the study were the present learners, the past learners, and the English lecturers. There were two instruments applied in this study, namely questionnaires and interview. The questionnaires were used to get information from the present and past learners while the interview was used to get information from the lecturers. These instruments were designed to assess the gap between two elements, the importance and the performance of aspects of the teaching English for IT at the university, namely language contents, genres, process model, instructional methods, learning approach, media, types of assessment, time and place. The result shows that there are some learners' needs that were not fulfilled. The instructional designer should consider some features of language content, language genres, instructional media, learning process, learning approach, and the assessment methods.

**Abstract no: 1194****Teaching Beyond the Wall: Investigating English Teachers' Beliefs in Frontier Regions****Kunto Nurcahyoko**

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The issue of English Language Teaching under different teaching and learning paradigms and cultural contexts has emerged as a pivotal subject of research. In frontier regions of Indonesia, English is still considered as an important subject amidst the lack of learning resources and socio-cultural supports from society. Due to such limitations, teachers -and their beliefs, are pivotal in helping students to master English. This study aims at critically analyzing English teachers' beliefs in frontier regions. The study involved five English teachers from five schools in Landak Regency, West Kalimantan who were selected by considering several categories including different school types, region representations and teachers' backgrounds. The data were collected through questionnaires, in-depth interviews and field observation. The questionnaires were developed from Horwitz's Beliefs about Language Learning Inventory (BALLI) which included 34 beliefs in five areas: foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivation and expectations. The results show that teachers in the frontier region have variety of beliefs about language learning which are embodied within the choice of teaching strategy, learning material, classroom activities and assessment techniques. The study suggests that teachers need to be informed and reflect on their teaching beliefs. The teachers should consider changing the beliefs that negatively influence language learning in their classroom. The involvement of education stakeholders such as school, government and society is also central to foster positive teachers' beliefs in frontier regions of Indonesia.

**Abstract no: 1195****Interconnecting Issues, Elements, and Levels of Reflection in EFL Pre-service Teachers' Reflective Practice****Sitti Nurfaidah,**

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This article discusses the result of a case study investigating the development of reflection of four Indonesian EFL pre-service teachers during a field experience. The qualitative analysis of participants' reflective teaching journals and stimulated recalls indicated that there is interconnectedness between issues in their reflection, elements of reflection, and their levels of reflection. The study assumes that if applied in a wider population, such interconnectedness will create a reflective system relative to EFL pre-service teachers. The system indicates that the pre-service teachers' reflective phase could be fostered to a full cycle when they are exposed to sound knowledge- base in ELT, sufficient classroom observations and classroom teaching experiences. Such way would lead to a quality level of reflection aiming to critical reflection. This study implies that reflective learning and reflective teaching should be systematically integrated within courses of teacher education program.

**Abstract no: 1196****Facts and Challenges in Teaching English in Polytechnics in Indonesia: Teachers' Perspective****Nurfitriah, S.Pd.,**

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This qualitative research aims to reveal teachers perspective shared by teachers of English in teaching in polytechnics in Indonesia. Teachers' perspective of what they face at work is significant since it affects their action and as Elmore (1996) argued that unless there are also changes in the 'core' of education practice (i.e. how teachers understand knowledge and learning and how they operationalize their understanding; the changing of structures of schooling will have little impact on how and what students

learn. Questionnaires and interview employing modified categories developed by Marble, Finley & Ferguson (2000) to elicit teachers' perspective about curriculum, assessment, and instruction as well as professional development. Participants are teachers teaching English in polytechnics in Indonesia. Analysis on the data collected is followed by implications for follow up studies.

**Abstract no: 1197****Ideal English Teacher Profile: Health School Student Perspectives**

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A Big and heterogeneous class is a common setting of English class in non-English department including in Health school. What makes English teaching and learning effective in such condition? One of the answers must be the synergy of student and teacher in order to achieve certain language target. Thus, it clearly makes sense that getting idea of ideal English teacher profile directly from the student must be delivered. This study aims to find out the perception of lower and higher level student on ideal English teacher profile. Preliminary study in the form of class survey regarding ideal English teacher profile was performed. The study is descriptive qualitative employing semi- structured and open-ended interview, and class observation as data collection technique to gain deeper idea of ideal English teacher profile. The study was conducted in STIKES Widyagama Husada in which several students from lower and higher level from all departments were purposively selected as the participants of the interview. The study indicated that surprisingly lower level students emphasize teacher's personalities more than pedagogical expertise. Higher level students considered teacher with both good personality and pedagogical expertise as the ideal one. The result is expected to be the constructive idea that might be adapted by lower and higher level class teacher, specifically in health school. Needless to say, knowing how to be ideal English teacher can improve the qualities of teaching and classroom atmosphere that finally help students learn English effectively and efficiently.

**Abstract no: 1198****Teaching across Borders: Participants' Experience and Reflection of SEA-TEACHER (Pre-Service Student Teacher Exchange in South-East Asia)**

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This paper aims at investigating the perceptions of pre-service English language teachers' Technological Pedagogical Content Knowledge (TPACK) within the different context of teaching EFL and exploring their experience and reflection in teaching EFL in other countries. The participants of the study were student teachers from South-East Asia (Indonesia, Thailand and the Philippines) joining the SEA-Teacher (Pre-Service Student Teacher Exchange in South-East Asia) project in 2016-2017. Data were collected by using the TPACK-EFL Survey adapted from Schmidt et al. and other questions related to their teaching experience. According to the results of the study, the student teachers feel themselves the most competent in Technology Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, and Technological Pedagogical Knowledge. However some of them do not think that they are highly competent in Content Knowledge and Pedagogical Knowledge, Pedagogical Content Knowledge, and Technology Pedagogy and Content Knowledge. They also feel that they have got sufficient modelling from their teachers and lecturers in (home) university and host schools. The biggest challenge is to adjust and adapt to another country's environment. It is mainly related to language barrier and context of teaching such as curriculum, lesson planning, and class management; however those were easy to solve due to the presence of mentor teachers and university supervisors. Language and Culture Orientation Program also helps them

understand the new culture better. Finally, most of them find SEA-TEACHER project useful as it helps them improve their teaching skills and makes them learn to be flexible, which is a characteristic essential to an educator.

**Abstract no: 1199**

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**Pre-Service Teachers' Self-Reflection on The Changes of Their Pedagogical Competences upon Joining The SM-3T Program**

Teachers play a strategic role in the success of teaching and learning activities. To achieve the aim, teachers should have the quality of professional teachers. In Indonesia, the government has established a program for pre-service teachers to improve their qualifications and professional skills in teaching. This one-year program is known as *Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal* (bachelor graduates teaching in underprivileged areas). Through this paper, the implication of the SM-3T program for pre-service teachers' professional development, in this case is pedagogical competence, was investigated. Participants in this study were high and low achiever teachers in the 2<sup>nd</sup> batch of the program in the year of 2012. This qualitative study employed a retrospective pretest method in the self-evaluation sheet to allow pre-service teachers to self-reflect as well as to compare their pedagogical competence before and after enrolling at the program. A semi-structured interview was conducted subsequently to divulge factors affecting the changes (or lack thereof). The results revealed that the low achiever teacher developed all aspects assessed in the pedagogical domain, while some aspects could not be progressed in the high achiever teacher's case. The pre-service teachers perceived that the changes, or lack of that changes, were affected by internal and external factors. Those were varied in each aspect evaluated in the pedagogical domain.

**Abstract no: 1200**

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**Bringing Multimodalities into Practice: A Case Study in EFL Classroom**

Multimodality (Kress, Jewitt, Ogborn, & Tsatsarelis, 2001; Kress & van Leeuwen, 2001), has emerged in response to the changing of social and semiotic landscape, prevailing in English teaching practice by means of situated configurations across images, gestures, gaze, postures, sounds, writings, music, speech, and so on. This mixed method study aims to investigate senior high school teachers' understanding on multimodalities, its reflection in classroom activities, and the obstacles encountered by the teachers in building multimodalities. For validity and reliability purposes, triangulation is applied where three instruments including questionnaires, observations, and interviews are employed in this study. The result shows that eventhough some of the teachers have implemented multimodalities in their teaching, they have no enough understanding on the multimodality concept, some of which yet stick to the old fashion method that hugely relies on pencil and paper activities. This made the students less enthusiastic in the learning process. Data from the observations reveal that multimodalities manifested in the classroom comprise the combinations of texts, pictures, videos, sounds, music, and gestures as well. As for the interviews, it was found that the teachers are reluctant to improve their professionalism including the use of multimodalities in their EFL classroom, since it requires a large number of efforts and there is no proper enforcement from the policy makers for teachers who have been settled with their position. It is suggested that teachers employ multimodalities in the classroom to motivate students and stimulate their engagement in the learning activities.

**Abstract no: 1201****Starting Self- Starters: Can We Teach Our Students to be Independent? An Action Research Project**

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As English Language teachers, we recognise that there is an increasing need and value in our students possessing strong independent learning skills to increase their language proficiency. Independent learning skills allow students to take advantage of the language learning opportunities available to them both inside and outside of the classroom and equip them with the skills to be lifelong learners. However, while we may recognise the benefit of independent learning skills in acquiring English language proficiency, we may also recognise that these are skills many of our students lack. What can we do to best support our students in developing these skills? This presentation is largely based on the findings of a 2016 Action Research Project which sought to address this very question. Focusing on a program run in the INSEARCH Learning Centre, this presentation will explore what types of activities and procedures can be set up to help students develop independent learning skills. It will discuss the concept of independent learning, the importance of routine, resources and the role of teacher feedback in supporting our students. It also rests on the assumption that given the right guidance and environment, everyone is capable of language learning.

**Abstract no: 1202****Improving Students' Grammar Mastery in Writing Recount Text by Using Dyadic Essay**

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The objectives of this research are (1) to describe how Dyadic Essay could improve grammar mastery in writing recount text, what kind of appropriate recount text is used, and kind of exercises are needed by the students; (2) to describe the class situation when the Dyadic Essay is implemented in teaching writing recount text. The method is Classroom Action Research. The subject is eighth grade students of one state junior high school in Surakarta. The research was conducted from October 2014 to October 2015 and the treatment was conducted from January 2015 to February 2015 and it was carried out in two cycles with 8 meetings. The procedures consist of planning, acting, observing, and reflecting. The analyzed data are by quantitative and qualitative. The results were obtained from comparing score among pre-test, test in cycle 1, and test in cycle 2. It showed that Dyadic Essay technique could improve students' grammar mastery in writing recount text especially writing personal recount. The exercises needed to the students are reading the text, writing practices, and did homework. From the classroom situation, I found that (a) the students had stronger intrinsic motivation and greater interest in the topic; (b) the students' active participation in writing class increased; (c) Dyadic Essay technique is helpful for working in pairs and independent activities. Therefore, I recommended teachers and students to use Dyadic Essay technique as an alternative technique in teaching-learning of writing.

**Abstract no: 1203****Modeling Enhances Second Language Acquisition: A Case Study on the Application of Neuro Linguistic Programming at College Level From India**

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Modeling is a technique widely applied in Neuro Linguistic Programming (NLP). It was in 1972, Richard Bandler was interested in Gestalt psychology created by Fritz Perls. He unconsciously identified some patterns in Perl's behavior. Santa Cruz University allowed Richard Bandler to impart Gestalt therapy to some students which is to be supervised by John Grinder, Professor of Linguistics. Grinder was taken aback by the

results obtained by Bandler. Later on, together both of them extracted patterns underlying the actions of other therapy geniuses like Virginia Satir and Milton Erikson. This way born modeling, that is one among the chief techniques of the discipline named Neuro Linguistic Programming (NLP). A model is a code of patterns that underlie a human aptitude. Nowadays modeling is not limited to linguistic patterns, it reaches other levels such identity, values, beliefs, metaprograms, emotional states, cognitive strategies, behaviors, environments, etc. In the book on modeling, written by Robert Dilts, he has brought a model for learning foreign languages observing the polyglot named Janulus Powell. Lesley Cameron, David Gordon and Michel Lebeau also pioneered the modeling. David Gordon and Graham Dawes had published the last book on this matter and called their modeling camera "Experiential Array." Professor AJ Hoges modeled best students comparing what they did with average students, he interviewed Steve Kauffman (polyglot) and he researched Krashen theory, finding relevant matching patterns. Robert Dilts proposes different uses for modeling: a) Learn about the differences. b) Do something differently. c) Do something better. d) Do something new. e) Have more options d) Change perceptions. In the study among first year students of BA English at EMEA College, 40 students were taken for study. Out of these 40, twenty students learning styles identified by Kolb's method. A particular pattern of the poly glots applied among them. After three months there twenty students found extreyly fara head in Listening and speaking skills than the other twenty. The study reaffirms that modeling has deep impact upon second language acquisition.

**Abstract no: 1204 Scavenger Hunt and Literacy Based Activities for Teaching English as a Foreign Language**

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It has been evident since the year 2000 that the literacy of Indonesian students has been in a disappointing position compared with other students in other countries. Indonesian students were ranked in the bottom 20 percent as assessed with PISA (the Program of International Students Assessment). It was prevalent that the teaching of English which focuses on school-only literacy and score oriented objective tests instead of the authentic use of English teaching and assessment led students to have low literacy skills. The purpose of this study is therefore intended to describe how activities like a scavenger hunt and real-world literacy based activities can lead students to enhance their literacy skills in English. The study was in the form of a classroom observation research conducted in a bilingual primary school in North Bali in 2016. The data were collected through observation and questionnaire. The results of the study shows that empowering the use of a literacy-based scavenger hunt, periodic journal writing in English and a multi- age —Reading Buddyll program and implementing authentic use of English activities through literacy-based cooperative tasks, evidently could improve students' literacy in English. Not only improvement in English literacy was identified as being enhanced, but the creativity and problem solving skills of the students were also recognised as improving and their confidence of using English was obvious.

**Abstract no: 1205****Teaching Students to Engage in Casual Conversations**

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The focus of this paper presentation is on whether casual conversation is teachable and progress in speaking casually is measurable in different Asian contexts. The research, conducted in Indonesia in Japan, responded to learner difficulties with unstructured speaking. Casual conversation is sometimes considered spontaneous and (thus) less deserving of teaching efforts. In our view, this is misguided, as a language teacher's role becomes demarcated and limited to teaching discrete language items or error correction. Worse, tired clichés about time and practice being more important than L2 instruction easily take root.

To help learners with casual conversation, dialogues were analyzed and the generic structure identified. Next, modeling and explicit teaching of casual talk enabled students to learn the discourse structure and features. The researchers then monitored and assessed learner progress. Results indicated that by slightly modifying classroom teaching, students participated more effectively in spoken interactions. Encouragingly, the instruction appeared to stick, with students applying what they had learnt to other L2 speaking contexts.

The presenters will share their research methodology, a model of casual conversation, rubrics for peer assessment, and feedback from students about their progress. Through targeted and explicit instruction, it appears that casual conversation can be taught systematically and that results regarding student progress are indeed measurable. Constructivist approaches which overemphasize the value of time and practice in conversation ought to be challenged. Attendees will gain useful suggestions for offering their students more active engagement and measurable improvement.

**Abstract no: 1206****The Professional Competence of High School EFL Teachers in Toraja Indonesia**

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Toraja is a major tourism destination in Indonesia with a unique local Christian-animist culture. Strong English skills will enable the Torajan people to promote the region's unique culture and beliefs to the world, especially to the tourists who come to visit. The teaching of English as a foreign language (EFL) in Toraja is influenced by the quality of teachers from elementary to university level. The Ministry of National Education in Indonesia has stipulated four competencies that should be mastered by teachers: pedagogical competence, professional competence, personal competence, and social competence. The professional competences of foreign language teachers include a knowledge of various aspects of language in English (linguistics, discourse, sociolinguistic and strategic) and mastery of oral and written English language. The purpose of this study is to identify the perceived level of professional competence of high school EFL teachers in Toraja. For this study, 31 high school EFL Teachers in Toraja were chosen randomly from both public and private schools. Data was collected from questionnaires administered in person and by e-mail. The descriptive statistical results of this research show that half of the teachers reported themselves to have only a fair level of professional competence. This suggests the need for in-service training or professional development activities for high school EFL teachers in this region in order to improve their competence and confidence in teaching English.

**Abstract no: 1207    **The Analysis of English Teachers' Perception toward Teaching English Through GBA****

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This study aims at exploring Senior High School (SHS) English teachers' perception toward the implementation of Genre Based Approach (GBA) in the English lesson. According to Pickens (2005), perception is closely related to attitudes. To measure the attitude, the theory of planned behavior (Fishbein & Ajzan, 1975) was applied. The present study examines the following four aspects of perception: attitude, subjective norms, perceived behavioral control, and behavioral intention. To gather the data, a questionnaire adopted from Altaieb (2013); was distributed to 30 SHS English teachers from five different areas in Jakarta.

The obtained data were analyzed qualitatively and quantitatively. The quantitative analysis was to examine if there was any correlation between any of the following three aspects: attitude, subjective norms, perceived behavioral control, and behavioral intention. Regression analysis was also done to test if the aforementioned three aspects influence the aspect of behavioral intention.

The qualitative analysis reveals that teachers generally had mixed feelings about teaching English through GBA. They believed the approach had good objectives and was well-designed; however, they encountered difficulties when they had to use the approach, one of which was their lack of mastery of the approach. Meanwhile, the quantitative analysis show that there is a positive correlation between all the above three aspects of perception and behavioral intention. According to the regression analysis, the factor which influences teachers' intention in implementing GBA is the attitude.

**Abstract no: 1208    **TESOL Training and Employment Support for Migrant Women as a Multicultural Policy in Korea: Opportunities and Directions****

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For the past decade, an influx of migrant people has brought many changes, issues and concerns into Korean society. Migrant women, in particular, have played an important role in rural areas by marrying to Korean men who otherwise would not afford a wife and children and by providing Korean families and society with cheap labour. However, many of them have been socially and culturally marginalized due to a lack of Korean language competence, cultural understanding, and financial resources. 'Mom-Teacher English Class', a Korean government-funded TESOL training and employment support project for migrant women in Gwangju City, was held in 2009 and 2010, in order to develop their occupational skills, enhance their self-esteem, and support their employment. Thirty international women including 22 Filipinos, 1 Vietnamese, 1 Chinese, and 6 Koreans participated in the project. A questionnaire survey was conducted immediately after the program ended in order to analyze the effects of the program. A follow-up study through in-depth interviews was conducted in 2016, in order to examine whether the program has some long-term impact on the participants' personal and professional life and Korean society or not. This paper discusses the results of the two studies and provides some directions for Korean government's multicultural policy and support system for migrant people.



**Abstract no: 1209**

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### **Teaching Movies to Improve English Oral Language Skills & Intercultural Knowledge**

Movies are a great means for authenticity (by presenting real conversational English – current, contemporary, colloquial expressions) which enable to facilitate input and output opportunities for EFL college students' listening and speaking skills, and for cultural understanding (by showing how English speaking people live – values, customs, clothing, food, and interactions). They can also be good for improving the students' motivation because movies tend to provide them with a variety of themes, events, characters, music in context, vivid visual aid and interest.

The purpose of this presentation is to examine whether or not teaching English movies can help college students improve their English oral language skills and intercultural knowledge. The participants will be undergraduate students who took the researcher's course during the spring semester of 2016 and 2017 respectively. The instruments utilized were the pre- and post- questionnaire surveys and the results will be compared.

The findings from the study will show that the reasons participants choose the course and whether or not they are satisfied with the contents of the course. Besides, the findings will also reveal other things such as the kinds of activities they do during the semester which help improve their language skills and understanding of the target culture. The results will hopefully support other studies conducted in Asia. The pedagogical implication for the current study seems to be that instructors should carefully design the course to meet the needs for EFL college students and motivate their willingness to go beyond what the course can offer to them.

**Abstract no: 1210**

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### **Refugee Students' Experience with English Requirements at the Tertiary Level: The Case of North Koreans in South Korea**

The number of North Korean defectors entering tertiary institutions in South Korea has rapidly increased in the past two decades. Research examining their integration into South Korean schools has shown that these students consider English as one of the biggest obstacles in their academic endeavor. However, not much attention has been paid to examine the difficulties that they face in English classes, and how one might help them. The current study examines North Korean refugees' experience with English at a private university in South Korea, focusing on their prior educational experiences and their struggle with the mandatory "core" English courses. It further reports on how the "foundation" English courses implemented for these students have fared to date. Data were collected via surveys and interviews with the refugee students as well as their instructors. Results are discussed in light of the students' pre-university experiences, both before and after their resettlement to South Korea.

**Abstract no: 1211**

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### **Reading Research in Indonesia: What the Future of Reading Should Be**

The objective of this article is to construct an analysis of reading research in Indonesia. What are the current trends of reading research in Indonesia? What have we learnt from the research and the classroom instruction for over the last decade? The framing is obtained from peer- reviewed journal articles published in TEFLIN Journal since 2000. It is managed by the Association for the Teaching of English as a Foreign Language in Indonesia. As the most respective EFL Journal in Indonesia, TEFLIN Journal has become a resource in academia to showcase intellectual currents and dialogues that shape our perspective on the teaching of English in Indonesia over times. Therefore, it is appropriate and credible to derive data from it in which we can expand our theoretical and empirical

developments to the process of, and context for, reading. This analysis is fundamentally needed to inform teachers, future researchers, and policy makers with grounded understanding of current research and what the future of reading in Indonesia should be. For collecting the corpus of the study, I used major key terms of –teaching reading‖ and –reading instruction‖ that mentioned in the title and of a study. I found as many as 15 studies focusing on reading included in the analysis. I analyzed those studies descriptively by looking at the objective, length, methodology, instructional approach, findings, implications and limitation of the study. The findings will confirm and challenge our conception about reading and reconstructing generalizations, if any, on the future of reading instruction and research in Indonesia.

**Abstract no: 1212**

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**British Council Teaching for Success**

This talk will introduce British Council’s Teaching for Success approach to teacher development. Teaching for Success helps governments and international agencies transform the quality of teaching in educational contexts. It exemplifies the British Council’s vision that all teachers in the world have the high-quality continuing professional development (CPD) opportunities that improve their own professional understanding and practice and their learners’ success.

We work with governments and agencies to understand the priorities and the needs of teachers and learners. We collaborate on the design and implementation of CPD programmes, both online and face to face, which meet the requirements of the institution and are matched to local context. Our Continuing Professional Development (CPD) Framework for teachers is the organising principle of Teaching for Success. Evidence shows:

- improving the quality of teaching has the most impact on improving the outcomes of learners
- CPD is the most effective way is to improve the quality of teaching.
- CPD is a planned, continuous and lifelong process. Through it, teachers develop their personal and professional qualities, and improve their knowledge, skills and practice. This improves their professional autonomy, their performance in the classroom and the development of their organisation and their learners.

Teaching for Success represents our global understanding of, and expertise in, teaching and teacher development. Our services and resources for the teaching of English language and other school subjects are all mapped to our CPD Framework and provide clear pathways for the development of teachers.

**Abstract no: 1213**

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**Learning to Teach English Through Lesson Study**

Learning to teach is a career long process that requires relevant and effective professional development models. Lesson Study in Japan and other parts of the world has been shown to support the pedagogical development of teachers across grades and subject-matter disciplines. A lesson study is typically a cyclical process that includes: collaborative selection of research topic(s), planning lessons around the selected topic(s), observing one teacher teach the lesson(s), analysis of student learning from the lesson(s), and repeating the cycle. This session will discuss research that was conducted over a period of three years to describe the impacts of a lesson study model on five US middle school English teachers. The classrooms of the lesson study were located in different districts with dissimilar community cultural, linguistic and economic backgrounds. This

research found that one of the effective features of this particular lesson study model was the participating teachers' opportunities to learn to teach English by observing and interacting with students from social contexts different from their own school communities. This session will discuss the lesson study model and describe how each teacher developed his or her language and literacy pedagogies.

**Abstract no: 1214****Lexical Collocation Exercises as Pre-Listening Activities in Teaching Listening Comprehension**

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This paper reports a study on the effectiveness of lexical collocation exercise as pre-listening activity in teaching listening comprehension. It aims at investigating whether or not the students' ability in listening improved through the use of the strategy. Using an experimental design, this study involved 32 eleventh grade students of SMA Negeri 9 Pontianak. Most students find that listening is troublesome in learning English as foreign language. Therefore, they need scaffolding prior to the main listening activities. Pre-listening activity builds background knowledge that can help the students to prepare themselves for the listening task (Sahr, 2011). It may also ensure student success and get students excited in listening. Thus, this study promotes the use of lexical collocation exercises as a pre listening strategy. In implementing the strategy, the students are introduced to the target words by finding the meaning of the words in dictionary to familiarize the students to the key vocabulary that will be used in the closed passage exercise. The result of data analysis shows that the lexical collocation exercise is effective in improving students' listening comprehension as shown by the effect size 2.86, which is higher than 0.5.

**Abstract no: 1215****Power Distance in TEFL Classroom Practices in Vietnam: Impacts on Learning Opportunities**

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Power distance manifestation in TEFL classroom practices and its effects on the success of teaching and learning process constitute one of the important issues that researchers have drawn much attention to. This presentation reports on classroom practices reflecting the power relationships in classroom interaction which impact on students' learning opportunities in EFL classrooms in a Vietnam high school. The practices in three EFL classrooms were observed and video recorded and 15 students therein were involved in retrospective and focus group interviews. The analysis of obtained data reveals that the teachers' practices not only manifest power distance between teacher and students but also lead to the reproduction of such power relations in student-student interaction by creating an academic –order among peers. Consequently, these practices contribute to the way students position themselves and are positioned by others, which constrains students' active participation and leads to the unequal distribution of learning opportunities for students in these EFL classroom activities. This indicates that these practices failed to provide a positive English learning environment for the students. This presentation will help practitioners recognize and avoid certain practices that negatively affect student's participation and draw pedagogical implications for teachers' practices in EFL classroom settings in the educational context of Vietnam and possibly of other Asian nations in order to gain more successes and contribute to the enhancement of students' learning therein.

**Abstract no: 1216**

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**Extensive Reading Activities, Students' Reading Attitudes and  
 Vocabulary Size: a Case Study at Mulawarman University English  
 Department**

This ongoing case study aims at exploring recent Extensive Reading activities done by a group of Fifth Semester English Department Students at Mulawarman University and investigating the reading attitudes of the participating students in connection with their Vocabulary Size Test results. Thirty-eight students participated in an ER course in which they were assigned to read self-selected materials in the forms of texts and books both inside and outside the class for one semester (16 weeks), with a target number of word gradually increasing from 300 to 5000 words. In addition to the reading activities, the students had to write a reading report and a reflection as well as sharing what they had read in a small group 'book club' setting. At the end of the semester, they filled in a questionnaire survey (modified from Sakurai, 2014) which reflected their reading attitudes toward reading in general and ER activities that they had done. As an additional indicator of potential association, the students were also requested to do the online Vocabulary Size Test (VST). The findings of this study are expected to show the categories of attitudes and possible associations between students' reading attitudes and their Vocabulary Size Test results. Furthermore, a focus group interview with five (5) selected students representing different VST result categories will also be done to obtain further data concerning the different attitudes from different categories of students. All of these results are to be obtained by May 2017.

**Abstract no: 1217**

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**The barriers of implementing the CLT Approach in Different EFL  
 Learning Contexts**

Methodology in second language pedagogy has considered different theories about teaching and learning in order to model methods to teach languages more effectively (Richards & Rodgers, 2014). CLT, one of the most recognised language approach, has become a universal widespread in a variety of language learning contexts. However, there are contextual variables that influence the successful implementation of this approach. As an EFL teacher in an educational context that privileges CLT approach, its implementation is one of my main concerns when it comes to my teaching practice.

This paper aims to review empirical research regarding the implementation of the CLT approach in different EFL learning contexts, emphasising the barriers that these contexts faced during the process. To achieve this objective, first a brief conceptualization of the CLT approach will be presented. Second, two research questions will be established to drive this empirical research: which were the barriers that EFL contexts faced during the implementation of CLT approach, and what implications for TESOL do these barriers suggest? The studies considered in this stage correspond to case studies conducted mainly in Asian and South American EFL learning contexts. Third, reflective and meaningful conclusions will be addressed. Finally, further implications for TESOL will be suggested. This empirical revision not only furthers to the overall landscape about the implementation of CLT approach in EFL learning context, but also provides an opportunity for those involved in this approach to reflect on their own practices.

**Abstract no: 1218****Effects of Cooperative Learning in Improving Student Teachers' Communicative Competence in Indonesia**

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This study, as part of the presenter's bigger research at Structured PhD in TESOL program at University of Limerick, Ireland, is aimed to find out the effects of cooperative learning (CL) on the student teachers' communicative competence (CC) in Indonesia. The presenter will share his 14-weeks quasi-experimental study to measure if student teachers' communicative competence (CC) in the cooperative learning (CL) class improved significantly higher compared to the students in control treatment (CT) class. 102 second-year student teachers from two intact classes at a private teacher training and education institute in Indonesia signed consent forms to participate in this study. However, at the end of the study 61 student teachers' (25 from CL class and 36 from CT class) completed the data collection and included in the analysis. Data were collected through paired-oral interview in both pre- and post-treatment. Two independent raters were invited to evaluate the student teachers' communicative competence using scoring rubric developed by the present researcher. T-tests were employed to analyse the data as well as the reasons for using t-tests will be explained. The results of the data analysis will then be presented and discussed. In addition, the research findings and its implication will also be discussed.

**Abstract no: 1219****Multimodality: An Alternative Way to Teach Essay Writing**

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This article aims at introducing *multimodality* as a procedure of analysis and explaining technical stages of the procedure of analysis to teach essay writing for university students. Writing an essay challenges them in terms of academic context since it requires not only background knowledge but also organization of ideas. Some students normally get stuck when they start writing due to lack of ideas; moreover, the organization is not well-organized as well. Therefore, this situation becomes a writer's concern to find an alternative solution to overcome this matter namely *multimodality*. It is used to analyze *semiotic mode* which exploits more than one component; verbal and visual one such as videos. Firstly, this article discusses why *multimodality* can be operated as a method to develop an essay. Second part of the discussion is how to analyze examples of *multimodality* from the videos. Having been analyzed, some important points are written into a complete essay. In other words, teaching *multimodality* helps students to create a good structure essay by their own thinking. In addition, *multimodality* is also possible to be applied to other language skills (listening, speaking, and reading). Therefore, the concept of *multimodality* is very beneficial for EFL learners as it can encourage them to understand a whole context of learning materials.

**Abstract no: 1220****The Effect of Timed Writing and Untimed Writing towards Students' Writing Skills**

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This study aimed to compare the quality of home versus timed writing and the effect of feedback and revision on second language learners' writing. The study used quasi-experimental and design, and it was taken place in Reading and Writing class for 1<sup>st</sup> semester university students. The learners' writing pieces that were investigated included: 1) pre-test and post-test writings, 2) 4 timed writings, and 3) 4 home writings. The study used both quantitative and qualitative methods to analyze the data. T-test for paired samples was employed to see the significant difference of the learners' writing performance, and a closer look to the learners' modification on the

linguistic and content forms that have been given feedback was taken to see the effectiveness of the feedback given. The finding of the study shed light on the second language learner's writing process, and it was used as recommendation to decide which teaching method and assessment best measure the second language learners' actual writing skills.

**Abstract no: 1221**

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**P.E.E.R Coaching: Promoting Instructional Change towards Enhanced Student Outcomes**

The shifts in education realms demand teachers to embrace changes in their teaching practices in order to keep abreast with the requirements of the 21<sup>st</sup> century learning. This research explores the use of P.E.E.R coaching as a potential means for teacher learning which promotes instructional change that will lead to improved student outcomes in the English language teaching world. P.E.E.R is the acronym for Practical and Personalised, Empowering, Engaging and Relevant coaching strategy, which also refers to the —partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems (Dalton & Moir, 1991). This research was conducted over a period of seven months on four experienced English language teachers from four Malaysian secondary schools in the district of Papar, Sabah. This qualitative research gathers data through observations, interviews and document reviews to examine the change in the teachers' instructional practices and the impact these transformation have on student outcomes. The findings show remarkable change in practice among all the four teachers which impacted their students' outcomes positively. This indicates that P.E.E.R coaching is a powerful strategy to promote instructional change towards enhanced student outcomes.

**Abstract no: 1222**

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**Learning Materials to Develop Communicative Competence, Promote 21<sup>st</sup> Century Skills, and Instill Values**

In 2006, the Ministry of Education and Culture of the Republic of Indonesia revised English Curriculum 2013 for junior and senior high schools. According to the revised curriculum, English language teaching does not only aim to develop the students' communicative competence in the target language, but also promote the acquisition of 21<sup>st</sup> century skills and values. Although the government has published English language coursebooks for the curriculum implementation, 21<sup>st</sup> century skills (learning, literacy, and life skills) and values have not been well incorporated in the learning materials. Realizing that the existing coursebooks do not sufficiently address the acquisition of 21<sup>st</sup> century skills and values, the government encourages teachers to adapt the learning materials. However, the incorporation of 21<sup>st</sup> century skills and (local, national, and global) values into the learning materials in the Indonesian school context in the theoretical and practical levels has not been fully understood. This paper critically reviews literature in the area and proposes a practical model of learning materials that proportionally develops communicative competence, promotes HOTS, and instills value. First, the incorporation of 21<sup>st</sup> century skills and values into learning input, activities, setting, teacher roles, and learner roles is discussed. Second, a model of materials design is proposed. Then, a sample of learning materials is presented.

**Abstract no: 1223****Developing Language Skills and Professional Identities in The Context of Globalization**

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EFL teaching and learning context requires professional identity that is globally minded. As educators, we engage with students' identities, languages, and culture to create global citizens means. This paper aims to discuss 1). How English is used by professional groups 2). How language, identity, and culture can inform the way we understand others. 3) How to effectively teach ESP by benefiting from discourse specifics. The research basis is rested on culture definitions (Brooks, 1971, Brislin 1990, Kramsch, 1995, et al), Hall's concept "of high context communication" (1996), Wenger's identity concept of integrating workplace and school learning (2000), Bleakley's idea of constructing professional identity through discourse (2004), Pennycook's standpoint of language as a dynamic activity rather than structure (2010). A questionnaire was applied to university ESP teachers and key professional informants were interviewed. The results specified current pedagogic resources to change the traditional paradigm of developing language skills. The research could facilitate finding new ways of organizing ESP classes with a wide range of focuses on teaching minimum grammar and lexical means versus traditional paradigm due to professional identity and discourse specifics. This finding makes up the deficiency of ESP curriculum contact hours lack. The paper presents activities based on the situational implicit information because of physical context or shared world view by professionals; dichotomy between the universal and the particular including professional and personal identity. Students' personal identities are implemented by a number of their multiple intelligences as a device of developing language skills to globally communicate with professionals.

**Abstract no: 1224****Teaching English Literature to Develop Global Citizenship**

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Becoming a global citizen is not only a need but also a must to be able to perform well nowadays. Education, including language education has a responsibility to equip young people with skills to live in the global world, to be a global citizen. This paper argues and shows some evidences on how English literature teaching has a great potential to establish global citizenship among young people. In three classes i.e. Prose Analysis, Children's Literature and Film Analysis students are un-blinded the fact that world and thoughts are so wide and that they have responsibility to participate in it through actions or discourses that they create. English proeses and children's literature such as -The Legacyll, -Like a Winding Sheetll, -The Yellow Wall Paperll, -The Man Who is Almost a Manll, *Maggie a Girl of the Street*, *The Kite Runner*, *The Giver*, discussed in the classes open their mind on how diverse ways of live is of which they should value and respect. Novels and films like *The Good Earth*, *Island of Blue Dolphins*, *Julie of the Wolves* are capable to encourage them to contribute to make the world more equitable and sustainable place. The classes do not only make them understand why and how they need to become a global citizen but to also encourage them to become ones and therefore to participate in the global community.

**Abstract no: 1225****Blending the Reading and Writing Skills: Experience-based Teaching Activities for EFL Learners**

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The world of EFL learning and teaching continues to improve in response to the growing needs for enhanced learning innovations. Traditionally, in many English department study programs and also in high schools, teachers tend to teach the writing skills and the reading skills separately rather than as an integrated activity. Although the idea of integrating language skills in the classroom practice is not new, many still continue to doubt about its beneficial outcomes. Some technical and administrative aspects might prevent teachers from being creative, yet the needs for better results of learning may give way to further innovations. In addition, there have been numerous experts insisting on creating models of learning which can bridge the two isolated language skills and later facilitate students' learning of the target language in general. This paper aims to suggest some activities that can support the integration of reading and writing skills in the language classroom practice. Some experiences in the EFL classroom that the writer has will be displayed and the evaluation of its process will be proposed so that other teachers may get the benefit from it. Some integrated activities are suggested so to enable teachers copy, adapt, or modify those activities to make his or her own teaching activities more colorful and motivating. In the assessment stage, the integration of the two skills is also advised by showing empirical examples from the classroom experience. It is expected that this paper will inspire EFL teachers to be more creative and innovative in designing practical teaching and assessment activities in the classroom.

**Abstract no: 1226****The EFL Lecturers' Beliefs about Professional Learning in the Language Training Centre UMY**

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**Background:** Based on Teachers and Lecturers Law No 14/2005, lecturers in Indonesia are required to maintain their professionalism through various forms of Professional Learning (PL) that address their academic qualifications and performance competencies. Implicit is the need to maintain and develop their professionalism (Suib, 2012). In order to achieve the desired goals, PL should be conducted effectively (Darling-Hammond et al., 2009) and include the features of effective PL (Hawley & Valli, 1999). To maintain their professionalism, the English lecturers at the Language Training Centre (LTC) of University of Muhammadiyah Yogyakarta (UMY) conduct their PL regularly. While conducting different types PL, these English lecturers have various beliefs about their PL.

**Objectives:** This study seeks to investigate whether the form of PL conducted by the English lecturers in the LTC of UMY can be regarded as effective and systematic. The study focuses on their beliefs about their existing PL and how these beliefs support the application of a more collaborative and reflective form of PL.

**Methods:** This study employed qualitative methods using focus group interviews as the data collection technique. Seven English lecturers involved in the study.

**Findings and Conclusions:** The finding revealed that the EFL lecturers hold varying beliefs about and experience with their PL and they viewed collaborative reflective practice as an important component of the EFL lecturers' professionalism. PL was also viewed as an opportunity to improve teaching quality via reflecting on teaching practices and working collaboratively among colleagues.



**Abstract no: 1227****The Profile of In-service EFL Teachers' Professional and Pedagogical Competence Development**

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Being a teacher is a professional career. As a professional teacher, he/she should be able to understand his/her students, master the teaching materials, plan-conduct-and-evaluate the learning process, and develop his/her professionalism and education. In other words, professional teachers should have professional and pedagogical competence. To get those two competences, teacher can improve his/her professional competence through academic education like universities or colleges; while pedagogical competence can be obtained from professional education like in-service education program (PPG). PPG is a program which aims at creating professional teachers who have competence in planning, conducting, and evaluating the learning process, supervising and training the learners, doing a research, and developing their professionalism continually. Further, this paper is going to elaborate in-service teachers' professional and pedagogical competence during in-service education program (PPG). To be specific, this paper is going to describe in-service teachers' English knowledge covering reading and writing skills, their understanding on teaching and learning process, and their ability in designing lesson plan.

**Abstract no: 1228****English Education Students' Responses toward Classroom Activities for Theory-Based Subjects**

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Referring to the current curriculum applied in English Education Department at one of universities in Indonesia, third semester students start to get theory-based subjects such as Principles of Teaching and Learning and Language Learning and Acquisition. Enrolling the subjects, students are demanded to read theoretical books and journal articles which the topics might not be familiar for them. They are also required discussing current issues related to the topics that they do not meet in the previous semesters. In reading the books and discussing some issues, they meet new terms and knowledge. The challenges are about how to comprehend the new knowledge while they are still struggling with the English language. Consequently, teachers of theoretical subjects should help students do the challenges and facilitate their comprehension on the materials discussed through classroom activities. Technically, the aforementioned subjects were offered to third semester students who were divided into four classes (class A – class D) and four teachers were involved to teach the subjects. In a result, there must be various classroom activities conducted. It would be interesting to know what activities were implemented to facilitate students' comprehension on the subjects and what students' responses are toward those activities. To accommodate that aim, a qualitative research is done. Then, students from different classes are interviewed to get the data. The findings of this research will reveal classroom activities done by the teachers to teach theory based- subjects and students' responses toward those activities.

**Abstract no: 1229****The Correlation of Teacher's Affective Factors, Motivation, and Students' Achievement in Indonesian EFL Basic Learners Classrooms**

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Teaching basic EFL learners demands many qualities from the teachers as they tend to have more difficulties than other learners. This research focuses on the teacher's affective characteristics leading the students to be more motivated and achieve good grades. This research aims at correlating the teacher's affective factors, students' motivation, and students' achievements of EFL basic learners.

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The research was quantitative conducted with exploratory survey. The data was collected by distributing questionnaire and were confirmed by interviewing the students. The data was analyzed using SPSS statistics software. The results reveals that the teacher's affective factors (caring, having fairness and respect toward the students, having social interaction with the students and promoting enthusiasm and motivating learning) have positive correlation with motivation. The most observable indicators from each concept consecutively are the teachers listen to what the students say, the teachers advise the students to better their mistakes, the teachers are friendly, and the teachers involve all students to participate in classroom activities. Meanwhile, the teacher's affective factors have given motivation for the students in terms of evaluation, experience, performance, and process-focused motivation. The highest ranks of students' motivation indicators from each concept consecutively were the students realize that the lessons are beneficial, they accomplish the activities and tasks to improve their self-quality, they do some efforts to accomplish the tasks, and they discuss the lessons they find difficult with their teachers or friends.

In conclusion, the teachers with affective factors could engage the students more resulting in the students' good achievements.

**Abstract no: 1230**

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**The Implemetation of Research-Based Teaching Method in the English for Academic Writing Course: A Case Study**

Writing has been regarded as the most difficult language skills since students in Indonesia were not familiar with this skill in the early and middle education level. Whereas in higher education level, the students should produce a thesis to complete their study. Facilitating the students to ready for the thesis writing, English for Academic Writing course was delivered to the students. Research-based teaching method was implemented in the course in order to help the students improving their writing skills. The purpose of this research was to investigate the implementation of the reserach-based teaching method in the English for Academic Writing course. Case study was implemented to reach the conclusion. 37 Global Class students majoring in Information Technology were observed to gain the data. Questionnaire result was also used to support the observation data. The result showed that the students had improvement in writing skills after implementing the research- based teaching-learning method, especially the skills in citing, referencing, quoting, and paraphrasing. Besides, the feedback from the lecturer had a significant role in the implementation of research-based teaching method. This method also could facilitate the students to gain the knowledge and skills related to their field of study, in this case in the information technology field. This method also helped the students to improve and implement the 21<sup>st</sup> century skills such as critical thinking, collaboration, information literacy, technology literacy, initiative, and productivity.

**Abstract no: 1231**

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**The Importance of Peer-Based Teaching Observations in Ongoing Professional Development**

Australian TEFL teachers enter the industry with an array of backgrounds. Some have teaching degrees or general degrees and Graduate Diplomas in teaching, and have experience in the state system. Others, probably most, enter the field with a degree and a University of Cambridge CELTA, and bring no teaching experience. International colleagues in TEFL bring a similar diversity of backgrounds. This workshop will explore issues in providing effective ongoing professional development; in particular it will focus on the effectiveness of peer-based teacher observations.

In this session we will examine a trial of peer-based teacher observations to determine its efficacy in ongoing professional development for teachers. The session will look at the value of providing an observation model which does not prescribe or evaluate teacher behaviour but rather provides opportunities to observe, record, and respond. The workshop will also examine the practice for the mutual benefits experienced by both the observer and the teacher. It will look to provide a model of enabling teacher observations in a busy school environment where time and budgetary limits provide constraints.

Finally, the workshop will look to go beyond one school to explore the possibilities of internationalising teacher observations for professional development.

**Abstract no: 1232**

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**Needs Analysis in Developing Web Blog-Based Direct Instruction Model in Curriculum and Materials Development Course**

The present paper addresses the results of needs analysis in the development of Web Blog-Based Direct Instruction Model and its instructional materials to boost university students' higher-order thinking skills as outlined in the Curriculum and Materials Development course. The needs analysis is the first stage in research and development of Web Blog- Based Direct Instruction Model following ADDIE model of development (Analysis, Design, Development or Production, Implementation or Delivery and Evaluation) by Dick and Carey (2001). Eighty students taking the course in the 2015-2016 academic year participated in responding to the questionnaires extended to them at the beginning of the semester. There were fifteen questions to be answered which covered the purpose of taking the course, the model/s, method/s, materials, media, evaluation type/s of teaching-learning activities, the level of difficulties in materials content, type/s of assignment, teacher-student interaction, curricular and extra curricular activities. The result of analysis showed that students needed to perceive the philosophy and the basic principles of curriculum development, to deeply review and apply the stages of curriculum development, such as planning, implementing, and evaluating. They preferred multimedia-based instructional materials related to work fields, Direct Instruction model, group assignment and evaluation. They expected conducive academic atmosphere not only in curricular activities, but also in extra curricular ones. The students appreciated more interactions between them and the lecturers both inside and outside the classroom. These findings provided beneficial insights to develop Web Blog-Based Direct Instruction Model in Curriculum and Materials Development course.

**Abstract no: 1233**

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**Developing a Phonetic Alphabet, LIPA, and an English Pronunciation Dictionary, EPDL1, for Speakers Of L1**

IPA is used in many English Dictionaries to transcribe the pronunciations of English words. But IPA is not easy to learn & master. All NS/NNS English learners cannot be expected to learn IPA and thereby get the correct pronunciations of non-phonetic English words like –roughll, –doughll, –throughll, –thoroughll, etc. when needed, from popular English dictionaries which employ IPA.

An easy to use/learn/teach Bengali Phonetic Alphabet (BPA) was developed by the presenter for English learners whose L1 is Bengali. Next, using BPA, a 30,000-word English Pronunciation Dictionary for Bengali speakers (EPDB) was published. BPA and EPDB have been accepted in Bangladesh by universities, organisations teaching English, educators, professionals, and school teachers and students, both in

metropolitan cities and rural Bangladesh.

In this presentation participants will be shown how similar, easy to use/learn/teach, localised phonetic alphabets (LIPA) can be developed for other L1s. LIPA can be used in English Pronunciation Dictionaries for all L1 speakers (EPDL1), which will :

- (a) use characters from the L1 alphabet for all sounds common with English,
- (b) use IPA symbols for English sounds not present in L1,
- (c) show syllables /sep<sup>ə</sup>r ðt li/ in multi-syllabic English words,
- (b) /haɪ laɪt/ stressed-syllables clearly, and
- (c) use conjunct symbols for cluster sounds.

So, besides L1 learners getting the correct pronunciations of English words from LIPA transcriptions, regular users of EPDL1 will slowly learn the basics of the suprasegmental features of the English Pronunciation. Examples will use Bahasa as L1.

**Abstract no: 1234**

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**Does Students' Self-Directed Learning Correlate to Their Reading Achievement? A Study at UIN Syarif Hidayatullah**

This study aimed at finding and describing the correlation between students' self-directed learning and their reading achievement. The population of this study was the seventh semester students of Department of English Education of Syarif Hidayatullah State Islamic University of Jakarta in academic year 2016/2017. This study employed a quantitative research design with the correlational study. The instruments used for collecting data were Self-Directed Learning Readiness Scale (SDLRS) created by Guglielmino and reading comprehension test. The data distribution was calculated by using Pearson Product Moment Correlation to see whether there was any significant relationship between the two variables. Based on the research analysis, there were two findings of this research. Firstly, the relationship between students' self-directed learning (SDL) in moderate level and their reading achievement, the two variables were found at the 95% level of confidence ( $p < 0.05$ ) with the value of  $r_{xy}$  of 0.034 which was in the very weak level, with the significance level of 0.892. So it is ignored or it is considered no correlation between two variables. Then, the relationship between students' SDL in moderate level and their reading achievement, the two variables were found at the 95% level of confidence ( $p < 0.05$ ) with the value of  $r_{xy}$  of 0.417, which was in the moderate level, with the significance level of 0.202. It meant that there was medium or moderate correlation between two variables. Hence, the two findings revealed that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

**Abstract no: 1235**

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**The Correlation Between English Proficiency and Socioeconomic Status and the Choice of Language Learning Strategies of Indonesian EFL Students**

Language learning strategies (LLSs), techniques used by language learners for the purpose of regulating their own learning, give great importance in the teaching-learning process of an ESL/EFL context. They help determine how-and how well – students learn the language. The present study aimed to describe strategies students prefer to use in English as a foreign language (EFL) learning and to find out whether the strategies have significant correlation to the English language proficiency. In addition, socio- economic status of parents was compared to find out whether it affected learning strategies and the proficiency of a learner. The

data of 32 university students taken from the Oxford's SILL test and English proficiency test, as well as the parents' income were analyzed using the SPSS statistical software. The results showed that the participants were overall high strategy users and that strategies relating to understanding were most frequently used. Findings indicate only Metacognitive strategies that reveal to have significant correlation with the English proficiency. Moreover, parents' socio-economic is not significantly counted to be variable that influence LLSs and English proficiency of a learner.

**Abstract no: 1236**

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**Letter Perfect': Idiomatic Vocabulary for Shaping EFL Learners' Language Identity**

Enlarging EFL learners' vocabulary has always been one of the objectives of foreign language education. While deliberate training and learning of vocabulary involves acquiring both denotative and figurative language, the teaching of former has been much better researched and designed. Additionally, surprisingly few educators have attempted to look at the balance of literal and figurative language in students' lexicon and find out how it affects a particular lexical competence of a student who uses a foreign language for self-identification and self-expression.

This paper addresses the issue of extending EFL learners' idiomatic vocabulary from the perspective of language identity formation. Linguistic identity is introduced as a theoretical lens through which new vocabulary learning goals can be better understood. More specifically, the paper offers an evaluation of a few textbooks targeted at idiomatic expressions considering them in the light of recent pedagogical ideas on vocabulary teaching. Attention is also given to a cultural aspect of idioms meaning and specifics of its teaching, especially in relation to first-language culture. Drawing on the presenter's own experience of teaching EFL to university English majors, the paper looks at the tasks and activities aimed at improving learners' idiom comprehension, ways of learning idiomatic expressions and turning them into personalized linguistic repertoire. The paper concludes with the discussion which summarizes the results of the survey of students' attitudes to the teaching materials emphasizing idiomatic language and the data retrieved from learners' written self-reflections as users of figurative language.

**Abstract no: 1237**

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**Dynamically Assessed Students' Reading Comprehension: How It Could be Innovative?**

The aim of the paper is to provide an extended description of Dynamic Assessment (DA). Previous researches on this topic have appeared in many journals among disciplines and devoted to reporting empirical finding in which the DA has many benefits in language learning. However, neither of those articles allows the depth of depiction that is necessary to fully understand the principles and practices of DA in reading comprehension. This paper details portrait that DA worked well when certain circumstances met.

**Abstract no: 1238**

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**Students' Perception on the Use of Self and Peer Assessment in Reflective Teaching Practice: Its Benefits and Problems Encountered**

Authentic assessment is being promoted by the government since the establishment of Curriculum 2013. This aims to enable teachers to be more accurate in assessing the students' real competence. Among those kinds of authentic assessment are self and peer assessment. These two

*made\_ratminingsih@yahoo.com.au* assessments were implemented in Reflective Teaching Course during one semester in academic year 2016/2017. This research is a descriptive research employing a survey method and focus group discussion. There were 100 samples taken from 234 students who took the course and 18 students participating in the focus group discussion. The result of the survey shows that from 10 items asked the mean score is 94.54, which means that they have a very positive perception toward the use of self and peer assessment. They conveyed that from practicing doing self assessment, they could see their performance deeply, their strengths and weaknesses. Knowing strengths made them more confident in teaching, while knowing weaknesses motivated them for revising their next performance. From peer assessment, they could learn collaboratively from feedback given by peers how to make a better lesson plan and perform a better teaching. Hence, self and peer assessment are considered beneficial for professional development which prepares them for participating in the real teaching practicum and future career. However, there are problems they faced, such as feeling subjectivity in assessing self/peers, less understanding of aspects assessed which brings to confusion and less confidence, and time constraints to make evaluation and reflection in the classroom.

**Abstract no: 1239****For the Love of Reading: Let's make it Extensive!**

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Extensive reading encourages learners to read easy, enjoyable books to build their reading speed and reading fluency. The aim is to help the learner become better at the skill of reading rather than reading to study the language itself (ERF Foundation, 2011).

Using personal experiences and knowledge shared by experts in the field, the presenter introduces the concept of Extensive Reading and why it is seen as critical in English Language Skills Development. The literature between 2012 & 2016 identifies several positive outcomes of introducing and sustaining Extensive Reading programmes in educational institutions. These include impact on vocabulary (Nation, 2015; Webb & Change, 2015), reading comprehension (Jeon & Day, 2015) and motivation (Jeon & Day, 2015). Sustainability, however, is key.

Examples will be shared from the Middle Eastern context where the presenter is based and her personal efforts towards supporting Extensive Reading in Pakistan. A dashboard of the ‘\_Who, What, When, Where, Why & How’, will be shared. This will include tips on setting up an extensive reading programme along with input from experts.

Participants will leave with a deeper understanding of how to set up an extensive reading programme in their own context, where to look for resources, how to evaluate and sustain the programme and where to look for collaboration and support. A comprehensive guide will be provided with useful references included.

**Abstract no: 1240****How Should Introverted EFL Teachers Survive Communication in Class ?**

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I, an introvert, have observed the introverted EFL teachers in my work place in terms of the characteristics of communication in class since I felt some of my personality traits get in the way in my class. The findings are in line with some of the ideas of Dr. Brian R. Little, a personality psychologist. Dr. Brian R. Little has revealed that introverted people lack mutual gazes and tend to talk past each other, and introverted EFL teachers are no exception from what I can see. Take eye contact for example. According to personality psychology, avoiding too much eye contact is not because of a lack of confidence, but it is a way for introverts to adjust

the outside stimulation. This explanation is reasonable but not good for communication in EFL teaching. This fact is contradicted with the notion that language teachers should be a master of communication themselves. Then I managed to identify these seemingly anti-social characteristics of communication and seek for some other means to compensate for what might be missed out in class communication. Take being agreeable for another example. Introverts are mostly agreeable, yet their agreeableness allows them more open to new ideas, which is good for students. By collecting some characteristics of communication in class, I provide a three-step counter strategy for introverted EFL teachers to survive language class communication. First, accept the —weakness and feel comfortably with it. Second, set goals to practice it. Third, look for other means to compensate for it.

**Abstract no: 1241**

**Bringing the Magic of Extensive Reading into the Classroom**

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Many ELT experts believe that Extensive Reading (ER) is an excellent way to enhance L2 proficiency. In fact, Alan Maley (2005, p. 354) claims that ER is probably ‘the single most important way to improve language proficiency’. Curiously however, despite strong research evidence that supports Maley’s claim, ER is conspicuously absent in many L2 learning contexts.

In this workshop, I first discuss the theory behind ER and provide research evidence that supports it. I will then explore some of the main reasons why the adoption of ER in schools has been slow. The bulk of my workshop provides practical tips on starting and sustaining an ER programme, including the following:

- how to select relevant extensive reading materials;
- how to motivate students to read in quantity on their own
- how to organize extensive reading activities
- how to monitor student progress in their reading
- how to deal with implementation issues (e.g., lack of ER resources, lack of support from school leaders etc)

This workshop is particularly useful for all English teachers who are interested in helping their students develop a higher level of proficiency in English.

**Abstract no: 1242**

**Reflecting Translanguaging on Students’ Writing Process**

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The debate over whether English language classrooms should include or exclude students’ native language has been controversial issue for a long time (Brown, 2000). In order to overcome this situation, several studies have been conducted to find out the students’ perception toward the monolingual or bilingual approach in their classroom. It was started in the 1990s where mother tongue was attached in the language classroom. Auerbach (1993) stated that —Starting with the first language (L1) provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. Auerbach further reports that the use of L1 shows positive results among researchers and learners, Furthermore, the use of L1 in the classroom apparently help students to understand several tasks such as —language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions, explaining errors and checking comprehension. The following case study would like to conduct further observation into more specific topic under translanguaging. The main focus is to analyze how translanguaging expressed in the students’ writing process. The selected students are taken from hospitality and tourism program in 2nd semester. Their topic are mostly about interesting places they have been visited. Translanguaging in

this part, help them to organize information and express their ideas in short paragraphs. Results will be explaining on the of translanguaging sentences during their practices and looking for some similar patterns among the students.

**Abstract no: 1243**

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### What Do You See Here From This Picture? Investigating Questioning Strategies of Master Teachers in Indonesian Vocational English Classroom

Master teachers (guru inti) are the crème de la crème of the Indonesian teaching profession. They are thus expected to provide the best learning experiences for their students. This study is an attempt to provide an in-depth understanding of the existing teaching practices of Indonesian vocational English master teachers, focusing on the questioning strategies used in the classroom. Using a qualitative approach, this study was carried out in 3 vocational schools in Lampung province, Indonesia and involved 3 selected master teachers. Data were collected through 23 sessions of observations, 40 hours of video-recording, and interviews with 33 students. The findings showed that the master teachers employed a highly interactive style of teaching and not the monologue norm, with the teachers asking while the students answering the questions. Questions had been found to adhere to not only the form (who, what, where, how, and why), but also the function as indicated by the raising intonation at the end of the structure. There were also yes/no questions or questions with modals. In other words, they used close- display, open-referential, and follow-up questions, in addition, nominated specific students to answer questions, asked questions to the entire class, and repeated questions when there was no response. These strategies made the teachers control the lessons, guide the students towards a particular response, and promote interactions. The students were receptive to the strategies as they were keen to contribute when they were given questions and opportunities to speak. The results of this study can be used as a platform by various stakeholders to enhance SL/FL learning.

**Abstract no: 1244**

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### Narrating Teaching Methods in the Higher Education's English Language Classroom: Teachers and Students' Perspective

This study is focused on investigating students and lecturers' perceptions of teaching methods used in the Higher Education's English language classroom. More importantly, this research is aimed at bringing to light how teachers and students in the higher education English language classroom help provide new meanings of how different methods used to convey and deliver the language content and skills. To make sense of their perceptions of teaching methods, we utilised narrative interviews, classroom observation and focus group discussions. The data findings suggest that the lecturers' experience during their careers and study (undergraduate or graduate programme) deeply influence the way they conduct particular teaching methods in the classroom. Moreover, the data findings indicate that identity and the self- image are prevalent in shaping the teaching methods the lecturers used in the classroom. Whilst educational background, teaching experiences and identity are the primarily factors underlying the selection of particular teaching methods used by lecturers, the students are more concerned with the professional matters, the effectiveness and the cutting edge of the teaching methods use. The data findings show that a particular teaching method, such as students' presentation, based on the students' view, is due mainly to that lecturers are not quite confident to speak in front of the classroom. The students assert that the lecturers seem are not quite well prepared to teach, so that the students are asked to make presentation in



front of the classroom. This is, based on the students' view is about spending much time for the students to speak rather than their lecturers' do. In addition, the data findings illustrate that the traditional methods used in the classroom such as classroom presentation and group discussion are needed to be modified by considering the employment of technology to mediate the acquisition of 21st century skills. This study indicate that students and lecturers have different view point with regards to the teaching methods used in the higher education language classroom. It is suggested, therefore, that the use of teaching methods in the classroom should ideally involve the students' view point to generate more effective and future goals oriented.

**Abstract no: 1245****The Symbiotic System of School Culture and Eyl's Achievement: The Case of Charis National Academy**

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There have been researches which indicate that school culture foster academic achievement for all students. When a school provides such an atmosphere where students immerse in a non-L1 atmosphere, it sets them to enter the world of acquisition where language learning is fostered through an English-rich exposure environment. A research site is chosen based on the students' achievement on the Indonesia government's elementary school standardized exam. The government's exam tests only students' grammar and vocabulary skills. In this case, students may have been prepared to face such the test that the result may have not reflected their actual language skill, that is why the researchers use WIDA (World-class Instructional Design and Assessment) model test for grade 3-5 students to get a more valid description on students' English reading, writing, listening and speaking skill. WIDA model test is specialized to use since most of the item tests are designed in academic setting. Therefore, it is appropriate to measure the students' English proficiency in such the setting. Based on the result of WIDA test, questionnaire, and interview about school culture to the students, the research suggests that students' language achievement correlates to the school's culture. Students' language achievement is the effect of nurturing done by the school which takes some time to emerge as the result of acquisition and immersion.

**Abstract no: 1246****The Influence of Reading Strategies on Students' Reading Comprehension**

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Reading ia a mental skill which involves brain activity. Readers actively involve in what they are reading. To understand a reading passage, we have to emphasize on the process of understanding the passage, not only focus on the result of the process (the product). In the effort to understand the passage, the readers use several ways or strategies. This study aims to find out what kinds of strategies the students use in comprehending a reading passage, and what extend the strategies used by the students influences their reading comprehension. It is an experimental study applying a one-group pretest-posttest design. A group of students in a certain semester is given a pretest to measure their reading comprehension. In certain period, they are taught a number of reading strategies. Then, in the end of the period they are given posttest to measure whether they make any progress in their reading comprehension The subjects of this research are 32 students of the fifth semester of The English Department of Wijaya Kusuma Surabaya University. The result of this study proves that the students tend to use different strategies to understand the passage, and based on the result it can be concluded that the students have ability to understand a reading passage much better after they learn and apply their reading strategies appropriately.

**Abstract no: 1247**

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### **The Impacts on Corrective Code on Students Composition**

Providing a proper way to support students' composition with error feedback has to be a complex task for teachers in language learning. Eventhough the issue of written error correction has been a continues debatable among researchers, It inspired the researcher for further research that attempted to address on how corrective code in written corrective feedback impacts students in improving their linguistic competence. Data collected included the feedback given by the teacher on students writing, follow- up interviews with the teachers, and questionnaires completed by the students. The recent research with 40 male and female third semester undergraduate students from writing classes of university levels indicates that students prefer coded feedback more as in the process of corrective feedback, teacher shows the error and its type by using a certain code or symbol. This study also found that the students benefit more from having coded feedback (writing symbols on the error) over non-coded feedback (writing the correct form on the error) in the corrective feedback as with the help of the correction codes they got enough opportunity to know about their mistakes and to correct them as well. Accordingly, it recognizes that an effort on giving coded feedback made minimal marking on the students' advanced product, promoting learners' self correction, and had empowering the students' improvement on their writing ability.

**Abstract no: 1248**

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### **Increasing Students' Participation in Discussion by Using Fishbowl Technique (A Classroom Action Research at The Third Semester Students of English Education Department of Unisri in the Academic Year Of 2016/2017)**

It is obvious that increasing participation is a goal in courses that include frequent discussions and small-group work. If only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. As known by many, there are some techniques in conducting discussion in the classroom. One of the techniques is called Fishbowl. The Fishbowl offers the class an opportunity to closely observe and learn about social interactions. It can also be used in any content area. The aim of the research was to find out whether Fishbowl Technique can increase students' participation in class discussion. The subject of the research was the third semester students' class 01 of English Department, UNISRI, Surakarta in the academic year of 2016/2017. This discussion technique was implemented at public speaking class. The data were collected by using observation, interview, field note, audio and video recording, questionnaire, and test. The data were then analyzed by using qualitative technique. For the result of the test, quantitative technique was employed to analyze it. Finding from the research revealed that the use of Fishbowl technique in discussion can enhance students' participation. Most importantly, it ensured that the students that were usually passive could contribute to the discussion.

**Abstract no: 1249      **Shifting Identities through Switching Codes: A Close Look on the Social Languages of a Pre-Service English Teacher in Indonesian Context****

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The globalization of English has undoubtedly brought shifts into how the English language is taught in classroom settings and how English teachers are prepared. In English as a foreign language settings, for example, teaching and learning English is generally influenced by local contexts. Taking into account the sociocultural contexts of the learners and the teachers, identity construction becomes one important aspect in the process of English teaching and learning. Focusing on the micro analysis of social language uses, the study was aimed to understand how pre-service teachers of English as a foreign language in a multilingual setting, Indonesia, enact their identities through their language use in classroom settings. The data for this study was obtained from a classroom observation where an English pre-service teacher was performing peer teaching. The discourse analysis of the first thirteen minutes of a pre-service teacher's teaching demonstration indicates that multiple identities were enacted when the student teacher switched from one language to another. The pervasive use of code switching in four different languages (Indonesian, English, Arabic, and Malay) provides clues that Mamas, a student teacher's pseudonym in the study was enacting different identities as he taught his peers. While further research is absolutely necessary to obtain more vivid pictures of the reasons behind using multiple languages in teaching English within this context, the study provides insight about how pre-service teachers in an Indonesian context try to develop identities as they learn to teach English.

**Abstract no: 1250      **Authenticity of English Assessment in Vocational School: A Case Study at Eleventh Grade of SMK Walang Jaya****

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The present study aimed at investigating the authenticity of English assessment applied in vocational school which was in detail analysing the kinds of assessment employed in the class, the extent of English assessment meet the principles of authenticity and possible aspects interfere the English Assessments. The participants of the study were students and an English teacher at eleventh grade majoring accounting of SMK Walang Jaya, Jakarta. The data in this study collected through classroom observation, teacher interview, students questionnaire and documentation. The finding showed that: 1) There were only two kinds of authentic assessment employed in the class: performance assessment and portfolio assessment, 2) In general the English assessments applied in the class was at low level of authenticity, and 3) There are four possible aspects that interfere the authenticity of English assessments in the class namely limitation of teacher's understanding of assessment authenticity, limitation of time, less understanding of criteria of future workfield, and limited speaking skill of the teacher.

**Abstract no: 1251      **Teachers' Problems and the Underlying Factors to Help Students Asking Questions****

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Asking questions is a common practice in everyday life, yet questions from students in the classroom means much more than just asking for clarification. Student questions also mean of showing their level of comprehension toward teacher's explanation; practicing critical thinking, and ways of learning. While it is important for students to ask questions, it is not easy for them to pose good questions. On the other hand, teachers encountered difficulties to help students asking questions. This article shares a research that aimed at describing difficulties faced by the English teachers

in leading the questioning stage of Curriculum 2013 (C13) using Scientific Approach (SA) where students are supposed to ask questions, and the factors underlying the difficulties. This case study was carried out in a high school in Surakarta. Data were collected from teaching and learning process in the classroom, teachers, students, and teaching documents through observation, in-depth interviews, questionnaires, and document analysis. The data were analyzed through data reduction, data display, and conclusion. The result of the analysis shows that there are four factors underlying teachers difficulties to lead the questioning stage: a) teachers didn't remember that there is a question stage in SA of C13, b) teachers intentionally skip it, c) teachers lack of skill to challenge the students to ask questions, and d) teaching materials were regarded not able to challenge the students to ask questions. The findings imply that teachers need to improve their skill to helping students asking questions.

**Abstract no: 1252**

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**Developing Speaking Material Based on Intercultural Approach: A Case Study on Students' Task in Interviewing Native Speakers**

The aims of this research are 1) developing speaking materials based on intercultural approach, 2) describing the use of intercultural approach in teaching speaking especially in students' task of interviewing native speakers. As the world is globalized, it is filled by challenges and competitions which are super tight, everyone is demanded to have a special capability, called skills. One of the skills is speaking. By mastering the speaking people can communicate further so that the insight in information technology will be more open. To make the teaching speaking successful there are some aspects, one of them is materials. They must be developed from the previous material to the new one that is using intercultural approach. Intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. The intercultural approach stresses on the importance of reflection on comparison of L1 and L2 cultures leading to development of the learner's identity. The case happens in the students' practice in interviewing the native speakers. The method of the research is R and D in developing the materials. There will be 2 classes as the subjects. The steps will be exploring, evaluating and developing the materials. The first step deals with the description of all the teaching learning process by observing, interviewing and giving questionnaires. The second is evaluating the application of new approach whether or not it is successful. The last step develops the materials based on the evaluation and apply new approach to the teaching and learning.

**Abstract no: 1253**

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**Enhancing Students Ability in Writing Recount Text by Using "The Mystique" Game**

Learning to write is not an easy task for students. One of the reasons is the fact that teachers mostly give students some assignments in the form of questions, which main objective of this typical classroom is to make the students pass exams. Such teaching strategy can result the students inability to use the language, especially dealing with productive skills, such as writing. That condition is even worsened by the students' lack interest in reading, especially in Indonesia. Whereas, there is significant correlation between reading habit and writing. Therefore, in order to improve the students' ability in writing, the teacher needs provide a media that can assist the students to produce writings. This experimental study attempts to describe the improvement made by the students after the Mystique game is played. The game was previously design to encourage the students to speak, however, in this study some modifications have been made to assist the students to write. The discussion about the analysis of the students' writing

and responds toward the game will also be presented.

**Abstract no: 1254      **Writing Skill Assessment of Kuwait International Law School (Kilaw) Students****

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The presentation sheds light on the assessment of the writing skill of students at Kuwait International Law School (KILAW). KILAW students are required to complete general English as well as ESP (Law). General English includes courses 101i, 101, and 102 while ESP courses include arbitration, e- trade, and European law. To be eligible for ESP courses, students must pass all general English courses. Students are taught paragraph writing techniques in 101i, compare-and-contrast essays in 101, and cause-and-effect essays in 102 with a focus on legal topics such as crime, drug addiction, and violence. Writing skill assessment is conducted in two phases: pre and post legal courses. Results are compared with special focus on coherence, syntax, spelling, and cohesion. Findings show that pre and post writings are almost similar in terms of errors related to coherence, syntax, spelling, grammar, and cohesion while differences in the ESP lexicon are explicit. Such differences are due to not understanding terminology, which weakens supporting sentences as well as details in body paragraphs. The relationship between reading and writing is also tackled as general reading passages enhance students' writing performance regarding linking ideas; thus, ESP reading tends to help students understand coherence.

**Abstract no: 1255      **Developing A Model of Teaching Speaking Skills for English Camp Program of State Institute for Islamic Studies Palopo****

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This study aims at developing a model of teaching speaking skill based on the objective of teaching speaking skill at English Camp program of State Institute for Islamic Studies (Institut Agama Islam Negeri, IAIN Palopo), Indonesia and to describe the implementation of the model. This developmental study was Research and Development (R & D) by utilizing ADDIE design model that consisted of five steps, i.e. (1) need analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The Subject consisted 5 teachers, 10 tutors, and 50 students of 4 departments at IAIN Palopo. To determine the teachers', tutors', and students' perception on the model, were analyzed by qualitatively, while to see the significance implementation of the model were analyze by using One Tiled Test. The teaching English speaking model produced is Classroom Grouping Teaching Model (CGTM).The implementation of this model indicated that model significantly increases the speaking skills of EFL students in English camp program (to=count =6.071), level significance One Tiled Test (df=49)=2.042,  $p < 0.05$ . The teachers, tutors, and students responses were strongly agree. So, CGTM is one of alternative model that can be used to improve the students' speaking skill.

**Abstract no: 1256      **Social-Psychological Aspects of Second Language Learning in Classroom Contexts****

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Considering the effects of the native language on second-language (L2) learning (Brown, 2007), it is challenging for Japanese EFL learners to acquire and produce accurate English pronunciations. There seems to be a further —troublesome sociocultural factor (Nagamine, 2014, p. 8), particularly in the Japanese classroom context, as learners sometimes deliberately choose not to pronounce English correctly and clearly sound like Japanese out of intentional avoidance of standing out. The cultural emotionality of self-consciousness is remarkable in Japanese society.

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Investigating its influence on classroom settings should lead to a better understanding of the social-psychological aspects of L2 learning. The present study deals broadly with Japanese students' concern about how they appear to others. It investigates the relevant social-psychological factors regarding the effects of classmates' eyes on L2 learners' reluctance to pronounce English correctly (showing they can pronounce well) in public. In addition, it attempts to provide a description of the complex structure of the psychological barrier of learners. To this end, it draws on semi-structured interviews. Sampled from the answers to a questionnaire administered to Japanese university-level upper-intermediate English learners who may have experiences related to the target phenomenon, the elicited respondents were then invited to the aforementioned interviews for further in-depth investigations. The interview data underwent qualitative analysis by adopting the Steps for Coding and Theorization (SCAT: Otani, 2008), which is feasible for studies with small samples and suitable for the contextualized descriptions of the participants' experience.

**Abstract no: 1257**

**Improving Vocabulary Mastery of Tertiary Education Students of IAIN Palopo through Small Writing Board**

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This study was about improving vocabulary mastery through the use of small writing board among students of IAIN Palopo in the academic year of 2015/2016. Based on the identification of the problems, the students had some problems in mastering vocabulary. This action research study was conducted at IAIN Palopo. It consisted of two cycles with three meetings for each one. The data were qualitative in nature. They were obtained from observations during the teaching and learning process, interviews with the students and the English teachers, and from the photographs. The data were in the forms of vignettes, interview transcripts, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation and investigator triangulation were also applied to check the trustworthiness of the data. The results of this study indicate that there were improvements of students' vocabulary mastery. It could be seen from the results of classroom observation toward students' achievement during the lesson. The students' involvement, during the implementation of the teaching and learning media improved. In addition, the implementation of the media and the complementary actions were successful to help the students in memorizing and understanding new words easily. Finally, they could implement those vocabulary appropriately in the written tasks assigned to them. In conclusion, the students' vocabulary mastery improved through the implementation of the media.

**Abstract no: 1258**

**A Case of Authentic Assessment in Indonesian Secondary EFL Classroom Context**

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The existence of confusion among teachers makes the current issue of assessment in Indonesia leans toward the use of authentic assessment mandated by the latest curriculum named 2013 Curriculum. However, the real challenges are not so much discussed by previous studies which only seek to understand the perspectives and particular features of authentic assessment in the context of the 2013 Curriculum. Employing case study qualitative design, the study documented in this paper draws insights of the challenges of implementing authentic assessment encountered by an English teacher and a class of the students from a secondary school in West Java. The obtained data from twelve non participant observations, thirteen sessions of semi-structured interview with teachers, seven sessions interview with students, and document analysis toward teachers' and students'

documents were all analyzed using thematic analysis model in relations to the concerns of this study. The result of analysis demonstrated that the teacher experienced typical challenges of implementation covering student related issues, time and effort consuming, validity issue, reliability issue, resource administration, evidence transformation, and subjectivity. These findings could inform teachers, policy maker, and future researcher to take possible actions on what and how to do next in order to enhance the practice of assessment in Indonesia.

**Abstract no: 1259**

**The Effectiveness of Scrapbook in Learning Reading Comprehension**

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In this paper, I examine research report about –The effectiveness of Scrapbook in Learning Reading Comprehension. The problem of this study was, –is it effective using scrapbook to improve reading comprehension achievement of descriptive text in the theme of popular person to Eighth grade students of SMP Negeri 13 Palembang?. The objective of the study was to find out whether or not it is effective to improve reading comprehension achievement of descriptive text in the theme of popular person by using scrapbook to Eighth grade students of SMP Negeri 13 Palembang. The hypotheses of this study were:  $H_a$  = scrapbook of descriptive text improve reading comprehension achievement in the theme of popular person,  $H_o$  = scrapbook of descriptive text is not improve reading comprehension achievement in the theme of popular person. The population of this study was all of the eighth grade students at the SMP Negeri 4 Palembang in the academic years of 2015/2016 that the number was 320 students. The sample was 78 that taken through purposive sampling in the sense that two classes were deliberately chosen as the sample class. First class was VIII.4 with the number of the students was 39 students as the control group and the second class as the experimental class was class VIII.8 with the number of students was 39 students. To conduct this study, the quasi experimental method was used. The data were obtained from the written test in the form of 20 multiple choice questions and 10 in fill in the blank form. SPSS (Statistical Package for Social Science) 16.0 was used to analyze the data and independent sample test was applied. Based on the analysis of the data, it was (1) the mean of experimental group in the post-test was 90 and in the control group was 75 and (2) the result of independent sample test formula was 11.095, this score is higher than the critical value 1.9879. So the null hypothesis ( $H_o$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It could be concluded that it is effective using scrapbook in learning reading comprehension of descriptive text to the Eighth grade students of SMP Negeri 13 Palembang in the academic years of 2015/2016.

**Abstract no: 1260**

**Improving Students' Understanding of Indonesian Culture through English Learning Based Local Culture Context**

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Learning English as a foreign language usually related to learning culture of the target language. However, for maintaining local culture and fostering Indonesian unity, the researchers try to use local cultural material in teaching English. This study aims to know students' understanding toward Indonesian culture, and to know their English speaking improvement after inserting local culture knowledge in Learning. The culture focused on this study are lampungnese, javanese, sundanese, padangnese, and palembangnese ethnic since these ethnics are dominant in students' environment. This study used quasy-experimental design. The participants were the second semester students of English Department of STKIP Muhammadiyah Pringsewu. In collecting the data the researchers employed

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speaking test for measuring students' speaking skill and open-ended questionnaire for knowing students' understanding on local culture. The result shows that transmitting local cultural knowledge through English learning makes students to be more familiar and understand the local culture. Moreover their awareness of cultural diversity are improved due to the fact that they more appreciate on the differences that cause an effective communication in social life. Consequently, students' speaking skill are improved through practicing English as means for transferring local culture knowledge.

**Abstract no: 1261**

**Developing Moluccan Culture Materials by Using Scientific Approach**

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This research was aimed at developing Moluccan culture materials by using scientific approach for the tenth grade of SMK Negeri 2 Ambon. This research was Research and Development In developing Moluccan Culture Materials as authentic materials for the students to be learned, the writer uses ADDIE's model. The steps of this study were conducting the needs analysis, developing the course grid, developing the first draft materials, materials evaluation, revising the first draft materials and writing the final draft materials. There were two types of questionnaires to collect data. The first questionnaire was the needs analysis questionnaire while the second questionnaire was the appropriateness of the materials for the expert judgement. The data obtained from needs analysis and expert judgment were analyzed quantitatively through descriptive statistics. Based on the findings from the expert judgment, the materials are categorized appropriate. The mean score of all aspects of the three developed units is 3.42 which can be categorized as "Very Good".

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**Abstract no: 1262**

**Differentiated Instruction Practice toward Fifth Semester Students of English Department Udayana University in Sociolinguistics Class**

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This research attempts to elaborate **differentiated instruction (DI)** strategies in classroom. This research will be conducted at my sociolinguistics class. Sociolinguistics is one of a mandatory subject for fifth semester students at English Department Udayana University. Two classes will be as an object of study in which each classes consists of twenty two students. As a young adult learner, students centered learning with communicative approach is their favorite approach since they could explore their idea deeply. Regarding to the reason, I applied DI strategies as stated by Tolimson and Imbeau (2010) that the core of classroom practice of differentiation is the modification of for curriculum related elements – content, process, product and affect. The aims of this research are to answer the questions how DI strategies in my class practiced instructional approach and materials offer diverse students paths to success through the differentiation of content, process and product and what problem are encountered during the process. The expected result is that DI strategies are effective for students to demonstrate their competence and construct their critical thinking.

**Abstract no: 1263**

**Native Speaker Fallacy: Students' Concepts of an Ideal English Teacher**

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This article reports a critical ethnographic study which explored students' concepts of an ideal English teacher in relation to the strong preference for native English teachers and the native speaker fallacy in the field of English language teaching. Conducted in Indonesia, the study involved 178 senior high school students in interviews and group discussions. For exploring students' implicit concepts of the teacher, two techniques were employed in the interviews: computer-based image



elicitation followed by exploratory questions and direct open-ended questions. Empirical findings from the interviews and group discussions indicate that the students had various multifaceted concepts of an ideal English teacher. They characterized the teacher in terms of five aspects: pedagogical quality, personal quality, race or native speaker, language, and experience. Although the native speaker fallacy is present among the students and that there is a racial dimension of the students' various concepts of an ideal English teacher, it is found that personal and pedagogical qualities are dominant aspects in the students' conceptualization of an ideal English teacher.

**Abstract no: 1264**

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**Board Games: A Problem Solver in Learning English Phonetics**

To English students whose mother tongue belongs to phonetic language, English is quite confusing. English is not one-to-one correspondence between letters and sounds. One letter in English may represent more than one sound. The fact that English spelling and pronunciation are different gives problems to non-native speakers of English who learn and even teach English. English students find it difficult to understand and pronounce English sounds accurately especially those that cannot be found in their mother tongue. Most of them are easily distracted by their first language which make them unable to pronounce in the right way. This results in discouragement and anxiety to learn English sounds. It is a challenge to ease their anxiety and make them eager to learn English phonetics. Games are believed to enable students in learning in a fun and relaxing way since they are interesting and motivating. One kind of games which can be used to promote learning English sounds in a fun yet challenging way is a board game. Using board game, students will be able to practice pronouncing sounds in English correctly including consonants, vowels, and diphthongs without realizing that they are learning them. They are expected to have an ability in differentiating one to another English sound as well through minimal pairs provided in the games. This board game also allows students to be a winner which makes this game competitive and challenging. Thus students' motivation can be maintained and later on English phonetics will not be a problem to acquire anymore.

**Abstract no: 1265**

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**A Study of Academic Writing Needs for EFL College Students in EAP Writing Classes**

English for Academic Purposes (EAP) writing courses can be designed to train students to write appropriate English texts in a specific context with specific learning goals. Many studies in the area of EAP suggest that understanding EFL students' needs is a crucial starting point for designing an EAP course in a tertiary education setting. EAP studies should begin "with the learner and the situation, whereas 'general' English begins with the language" (Hamp-Lyons, 2001, p. 126). This study aims to investigate the English-major undergraduate students' writing needs and writing tasks in EAP writing classes. A total of 35 EFL students responded to questionnaires. Then, one-on-one interviews were conducted with 10 students who voluntarily participated. The findings of the study suggested that the participants' self-perceptions of needs/wants in the EAP writing courses did not necessarily have a causal relationship to their actual choice to take EAP writing classes. In addition, it is reported that the goals of the writing classes in universities could be business-related writing tasks rather than academic writing tasks in English-major programs. The academic writing genres such as essay writings, critical reviews, or summary writings were not ranked as important genres. The nature of goals and writing tasks in EAP writing courses seemed to be influenced by social contexts. Evidently, the

conflicting needs of purposefulness in EAP writing classes should be highlighted. Pedagogical implications can be to engage with the disciplines and to relate content to academic writing tasks.

**Abstract no: 1266 Perspectives and Practices toward a Community of Inquiry in an Online Oral Communication Class**

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The paper uses the exploratory qualitative approach in analyzing the different pedagogical techniques used in the online course Speech Communication offered in UP Open University in order to create a community of inquiry (COI). The objective of the paper is to describe the instructional and transactional dimensions of distance education (DE) by focusing on social presence, cognitive presence, and teaching presence in the course that support the development of an online learning community. In addition, the paper will present the process of creating a deep and meaningful learning experience through a collaborative-constructivist paradigm where the three elements of COI support each other in order to achieve the intended learning outcome of the Speech Communication class. Lastly, it elaborates on the role of teaching presence and social presence in honing learners' cognitive presence in a foreign language class in a DE classroom.

**Abstract no: 1267 Differentiated Instruction Approach for ELT Practice in Indonesia: Some Implications for Strategic Innovations**

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This paper examines how two language teachers demonstrate their additional language teaching in their own contexts. This study particularly focused on the teachers' implementation of differentiated instruction (DI) approach, with which teachers recognise and teach according to students' different talents and learning styles. This paper draws on data collected from two kinds of classrooms of additional language teaching and learning. One was a classroom of Indonesian language subject in one Australian school, the other was of English subject in one Indonesian school. To gather relevant information, this comparative study utilised classroom observation, interviews, some students' assessment work in the Australian school. Whereas, in the other context the observation of classroom teaching videos, interviews, and the materials of learning assessment were used. Data were analysed using qualitative data analysis. Preliminary findings showed that both settings were comparable in a situation where that particular language, being taught in the classrooms, was not commonly spoken in the broader community. However, teachers' practice was considerably incomparable in some aspects. The main issues included the engagement of task-based learning approach, pedagogical strategies in serving students' different backgrounds (interests, basic skills level, and learning styles), and the use of ICT in the classrooms. This distinction was suggested to be linked with the macro level of educational setting. Finally, the paper suggests some innovative ways, in which ELT teaching in Indonesia could be improved.

**Abstract no: 1268 Intercultural Competence and Parsnip: Voices from Teachers of English**

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Despite the controversy surrounding a textbook that excludes topics related to PARSNIP (Pork, Alcohol, Religion, Sex, Narcotics, Ism, and Politics), teachers still uncritically use textbooks. However, the increased need for intercultural competence suggests that topics related to PARSNIP can be used a starting point for intercultural dialogues between teachers and students. Thus, teachers should start to critically use the textbook that they choose or that is required by their employer. With this in mind, this study reports the result of a workshop which was held to facilitate teacher professional development in regard to PARSNIP.

**Abstract no: 1269      **Students' Attitude towards Assignment and Assessment in Writing: An Overview of E-Learning****

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E-learning is a program that has been implemented in Universitas Pamulang since 2015. Despite the benefits of it as the medium for the students to learn with the absence of the teacher, it also gives beneficial for them to learn independently and creatively. However, as it is a new for both teacher and students, the adversity cannot be avoided in terms of assignment and assessment. Therefore this study was aimed to reveal students' attitude towards the assignment and assessment provided by the teacher for Writing in E-learning Program. The participants of this study were 60 students of writing class at the third semester of English Department of Faculty of Letter of Universitas Pamulang. The data were collected by Using observation and questionnaires that the observation was conducted by observing writing assignment and assessment of E-learning program while questionnaire was given to the students of writing subject. The data from observation was analyzed by using qualitative measurement and the questionnaire used paper-based Likert-scale. The results showed that in spite the difficulties in adapting in E-learning program they also have difficulties in understanding the material and term of assessment. However, there is also a positive attitude from them toward the assignment and assessment of writing in E-learning program.

**Abstract no: 1270      **EFL Pronunciation Curriculum for Russian Learners: Challenging the Identity****

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It is a commonly shared point of view that L1/L2 pronunciation transfer causes most of intelligibility problems in oral communication and quite often leads to underestimating L1 speakers' oral performance. Regarding that, competence in pronunciation becomes an essential part of professional competence of a modern specialist.

Global communication scenarios where English is used as a lingua franca have called on ELT scholars to intensively revise the long established EFL curriculum and emphasize the need for the development of ELF pedagogy. In the talk we will consider English segmental and suprasegmental units of pronunciation in view of their importance for two emerging pedagogical domains: English as a lingua franca (ELF) and English as a medium of instruction (EMI), particularly taking into account their approach to NNESS' identity and attitude.

The assumptions are drawn on theoretical and practical data and are regarded from the ELF perspective. Firstly, we were guided by the principles outlined in the works of the leading ELF proponents - M. Dewey, J. Jenkins, B. Seidlhofer, R. Walker, and some others. Second, the suggested outcomes are grounded on extensive theoretical and applied research conducted at the Department of English Phonetics at Moscow State Linguistic University. Third, we account for our six-year classroom experience of teaching the elicited English pronunciation features for Russian ESP/EAP learners in an EMI environment.

**Abstract no: 1271      **Investigating the Power of Project-Based Learning in the 21<sup>st</sup> Indonesian Curriculum****

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2013 curriculum is the current Indonesian curriculum. The implementation of this curriculum makes the disconcerting for some English teachers. The problem is the way to deliver material in appropriate teaching method. This paper is focused on the power of project-based learning as appropriate learning method to teach writing in the 21st Indonesian

curriculum. This research is carried out in the end of 2016 education-instruction year in junior high school which applying 2013 curriculum in Yogyakarta, Indonesia. Totally 68 students in two different classes in the 7th grade of this school are participated in the study. The researcher uses experimental research and computes the data using descriptive statistics and inferential statistics. The result shows the teaching steps of project-based learning reach the current Indonesian curriculum approach. The finding provides evidence that there is a significant different between teaching writing using project-based learning and teaching writing using conventional method. It is supported by the mean score of student who taught by using project-based learning that implemented 2013 curriculum. The scores also prove that project-based learning is effective for teach writing in practicing of 2013 curriculum. The implications for further research are discussed.

**Abstract no: 1272**

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**The Relative Effects of Two Different Types of Indirect Written Feedback on the Acquisition of English Articles**

Previous studies on written corrective feedback have mainly focused on investigating the relative efficacy of direct and indirect feedback types, and more recently exploring the efficacy of different types of direct feedback. No studies, however, have been conducted to compare the effectiveness of different types of indirect feedback. The present study investigated the relative effects of two options of indirect written feedback on the acquisition of the English article system. In order to retest Truscott (1996)'s polemic against written corrective feedback, this study also examined whether or not providing corrective feedback better facilitates the improvement of accuracy of English articles in blog writings. Thirty-five adult Korean learners of English from three intact classes at a university were divided into three groups (indirect feedback only-underlining; indirect feedback-underlining + a separate feedback sheet containing correct forms; control group-no feedback). Participants in each group wrote 5 opinion writings on 5 different topics in the class blog. The two treatment groups revised and resubmitted 4 writings based on the feedback they received. To answer the two research questions, the percentage accuracy scores of the English articles used in the first blog writing (pretest) and the fifth writing (posttest) were analyzed using 2-way repeated measures of ANOVAS. The results showed that both experimental groups that received indirect feedback outperformed the control group in the posttest, providing evidence for the efficacy of written corrective feedback. In addition, no statistical difference was found between the two types of indirect written feedback, although there was advantage of the indirect feedback + a separate feedback sheet providing correct forms.

**Abstract no: 1273**

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**Teaching Prose through the Evaluation of the Intrinsic Elements**

Prose which is one of the literary genre is not a favourite subject for many students. This makes it difficult for the teacher to teach. The main reason for their dislikeness is that they do not like reading a lot. In order increase the interest of the students to prose, and to make it more easily for them to learn, the teaching in which the students have to evaluate the intrinsic elements is conducted. This article will presents the steps done in the classroom so that the students will find that learning prose can be more interesting, useful and not a heavy burden. Although Kenney (1966) states that there are seven intrinsic elements in prose, this article will focus on the teaching prose by only evaluating plots, character, setting, and theme. The reason for choosing those four elements only is that because those are the most important elements in creating a story. To make the

students more secured, the students are grouped in which they can discuss the task set for them. Harmer (2001) states that the number of the students in each group depends on the task set for them. However the odd number is better because there will always one majority view in the groups to be agreed with. This article is expected to be able to change the idea of the students saying that learning prose is difficult.

**Abstract no: 1274****Evaluation of Reflective Writing Practice on Pre-Service Teachers (Systemic Functional Linguistics Approach)**

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Reflective practice has been a popular issue in current multilingual teacher education. It is believed to be able to bridge the gap between a teacher's beliefs and classroom practices. Reflective capacities recognize that the teacher should have some understanding on perceptions and judgments based on belief. In addition, being a reflective teacher will enable them to develop into more professional and effective teacher. While the theoretical framework on the reflection practice and reflective capacities has been investigated over the years with compromising results, there does not appear to be any linguistic research into reflective writing, and how its linguistic features could help indicate the writing quality. Thus, using appraisal system within Systemic Functional Linguistics framework can be an alternative method to assist the pre-service teachers to appraise and evaluate themselves. This preliminary research will examine six pre-service teachers' written reflections during their month long placement in secondary schools in Kendari, Indonesia. The content of the reflections will be categorized based on Hatton and Smith's descriptive, dialogic, and critical reflections of reflective writing. The linguistic features of the reflection will be analyzed by SFL's appraisal system of attitude, engagement, and gradation to seek the depth of the pre-service teachers' judgments about performances and outcomes of their teaching practices through their reflective writing. The result of this research will provide initial report about current state of pre-service teachers' quality in Kendari and will be expected to propose a new strategy of teaching reflective writing for pre-service teachers in Indonesia.

**Abstract no: 1275****Peer Tutoring Implementation to Improve Writing Ability**

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The purpose of this article is to present influence of implementing a peer tutoring for learning ELT research proposal writing at English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia. Peer tutoring is the process between two or more students in a group where one of the students acts as a tutor for the other group-mate(s). This article is based on a classroom action research done by the writer which the objectives were to enhance the students ability to write good ELT research proposals and also to describe their response towards the technique. This research was encouraged by the facts that students did not have good knowledge about research, and did not have good ability to write ELT research proposals. There were 26 students as participants. Some instruments were used to collect the data, they were an observation check list, interview, tests, a questionnaire, and field notes. The process has proven to be a true success; students gave good response. In the post test students couldn't understand the concept and procedures of ELT research, but after the researcher implemented peer tutoring technique the students could write research proposal with good content including background of the study, relevant theories, research methods and its instruments. Moreover, the results clearly demonstrate that the peer tutoring strategy has been successful in regard to tutors and tutees' competence and motivation.

**Abstract no: 1276****Applying Metacognitive Strategies in Listening Class: An Innovative Idea to Break Conventional Instruction in TEFL**

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It has been pointed out that the majority of English teachers have emphasized classroom instruction of listening skill on the teacher-centered listening skill products, rather than on listening process the students can take on. As listeners, students should be taught how to listen, not being tested repeatedly to acquire listening skill. To break that conventional practice, a guidance for the students how to plan, self-direct and self-evaluate their effort to improve the skill by applying metacognitive strategy in the classroom should be developed. It is expected that such guide will also be used to learn listening beyond the classroom by using internet based materials or other resources. Since the applications of metacognitive strategy are commonly focused on other English skills than listening, Indonesian English teachers need to be encouraged to apply it in listening class. This paper will focus on the review of learning strategies, metacognitive strategy stages, the application of metacognitive strategy in listening class, material resources used for self-practice, and the benefits of metacognitive strategy on TEFL development in Indonesia. It is believed that by perceiving metacognitive strategy, the teacher can get rid of monotonous strategies and get interested in applying the metacognitive strategy in their pedagogic practices of English language skills, especially in listening class.

**Abstract no: 1277****A Preliminary Investigation of The Influence of EFL Teachers on Japanese EFL Learners' Motivation**

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Current studies on motivation in EFL focus mainly on learner motivation. However, teacher motivation, which is the motivation to teach, is as important to investigate as learner motivation (Kassabgy et al. 2001) because it influences not only learners' motivation but also their achievement and attitudes towards L2 learning (Kim et al. 2014). Teacher motivation is also directly connected to the lessons teachers provide, and a high level of motivation helps sustain professional development.

Teachers are seen to be both motivators and demotivators for students (Kikuchi and Sakai, 2016). However, it is unclear how or to what extent teachers influence students' process of learning.

This presentation will present the preliminary findings of my investigation of the influence teachers have over students. The participants are Japanese university students in several universities studying EFL. Data were collected from an open-ended questionnaire asking participants to describe motivating and demotivating language learning experiences with their Japanese EFL teachers and from in-depth interviews with five of those participants. The questionnaire answers and interview transcripts were coded into several categories. A preliminary analysis of the data suggests that demotivating experiences (particularly those related to teachers' behavior in the classroom) may play a strong role in shaping learners' motivation. This presentation will emphasize the importance of conducting more research on the relationship between teacher and learner motivation.

**Abstract no: 1278****Teachers' Use of Code Switching in an EFL Context**

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This study investigated the phenomenon of code switching which refers to the use of English and Indonesian as a medium of instruction used by the EFL teachers in their classroom discourse. This case study focuses on revealing the attitudes of teachers and students towards the patterns, functions, factors, and influence of code switching in two general English classes in Sriwijaya University, Indonesia. The teaching and learning processes in the two classrooms were recorded and transcribed to explore the occurrence of code switching in the classroom discourse. The students were given a set of questionnaire to find out their perception on the use of code switching in the classroom context. Face to face semi-structured interviews with the two teachers were held and analyzed to see the teachers' perception and purposes of doing code switching during the teaching and learning process. The results of this study indicated that the switching between English and Indonesian in the EFL classrooms is very natural, and it plays a positive role in the teaching and learning process. The main reason the teachers use code switching is to have a better communication with their students, especially for transferring the material or topic of discussion in the classroom context; however, the amount of code switching used varied greatly from teacher to teacher due to their students' English competence.

**Abstract no: 1279****Literacy Education and the Teaching of English in the Indonesian Context: Classroom Practices**

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Literacy and the education world are not inseparable. Literacy is not merely reading and writing, but covers the thinking skill utilizing various resources of knowledge in the printed, visual, digital, and auditory forms. It enables learners to apply understand and apply the knowledge they get from school. Unfortunately, the results of Progress in International Reading Literacy Study (PIRLS) and Programme for International Student Assessment (PISA) have shown that the Indonesian students' literacy skill is still low. It shows that the education process has not developed the students' interest in education and encouraged them to be life long learners and to develop good characters. A lot of efforts have put by the Indonesian government to improve this situation reflected in its policies. This paper discuss how the teaching of English can contribute to the development of literacy among the students in the Indonesian schools, especially in the classroom level. Various classroom teaching practices are highlighted to inspire English teachers in implementing the literacy education. Teaching methods, materials selection, lesson planning, classroom activities, and even assessment are explored to enable English teachers to carry out the teaching the literacy components.

**Abstract no: 1280****The Challenges in EFL Book Report Class**

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Book report is one of the mandatory courses for the first and second semester students of English literature study program in Yogyakarta State University. This course aims at introducing students with English literary work and improving their reading habit. This subject is conducted mostly through individual study. Lecture is only conducted in the first three weeks when providing students with theories for analyzing novels and plays, and techniques to write a report. The objective of this research was to find out the problems in Book Report Class and to explore more meaningful activities for the subject. The study was based on qualitative research involving 36 students studying Book Report 2. Questionnaires and interviews were administered in the beginning, middle, and end of the semester to gather data.

The research concluded that limited interaction with lecturer and the number as well as genre of the selected literary works affected the students to enjoy reading. It is also found that the subject was difficult for some students because of their limited vocabularies and inability to articulate their understanding of the stories into the written report. The students involved in the research believed that intensive (weekly) discussion and presentation in front of classmates motivated them to read. Besides, the students thought that the list of literary work that includes Children Literature and English Literature from Asia were good because they can connect the story with the ongoing situation easily.

**Abstract no: 1281      **Metacognitive Strategies in the Indonesian EFL Textbooks: A Textbook Analysis****

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Learning to learn, originally developed in the European context, is considered as a key goal in the 21st-century curriculum. It requires metacognitive strategies to be included into the learning so as to allow learners to think about how they learn, in addition to what they learn. Unfortunately, in the context of Indonesia, such strategies are not widely taught in the classrooms or explicitly encouraged in the educational textbooks. This research, thus, aims to investigate how metacognitive strategies are covered in the Indonesian EFL textbooks.

In an attempt to obtain the qualitative data for the study, two Indonesian junior high school EFL textbooks were analyzed in regard with 'plan do review' of Elis's & Ibrahim's reflective framework (2015). To supplement the data, fourteen teachers and seventeen students were asked to take part in the questionnaire surveys. In addition, semi-structured interviews were also carried out involving four of the teachers as well as two textbook writers.

The results indicated that metacognitive strategies were developed through the use of reflection although it only appears on a few chapters. There have also been different perceptions among teachers and writers on the essence and the aim of reflection which then could contribute to the challenges of its use in the classroom. Finally, this research elaborates the pedagogical implications and highlights the limitations of the study. It then proposes some recommendations for further research.

**Abstract no: 1282      **English Exposure Versus Vernacular Exposure of NonNative English-Speaking Learners (NNEsLs) In East Kalimantan: The Voice of EFL Learners in the Exposure-Poor Environment****

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In East Kalimantan province, English exposure for learners is much subjected to classroom teaching. Thus, Beyond-the-class environments, English teaching and learning processes are acquisition-poor for the learners since it provides a limited access to English language natural discourse. This circumstance raises consciousness that in learners' acquisition process, within learners' linguistic repertoire, the English language support inadequate exposure to the development of learners' EFL Learning. This article is a report on a survey of Learners' voices from the Nonnative English-Speaking Learners (NNEsLs) in East Kalimantan on their circumstances acquiring EFL in the exposure-poor context. The study aims at seeing EFL exposure positioning among learners' linguistic repertoire and revealing its contribution to the learners' English proficiencies. The result has revealed that according to the NNEsLs' linguistic repertoire stated in the questionnaire, learners have been exposed mostly to vernacular languages surround them. These vernacular exposures involve the NNEsLs' domain of language use in their everyday life, such as family, neighbors, formal educations (primary, secondary and tertiary education),



etc. On the other hand, EFL exposure acquired by the NNESL was mostly embedded within their formal education in which insignificant amount of exposure provided and contributed less to their English proficiency.

**Abstract no: 1283**

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**The EFL Teacher's Beliefs and Practice of Writing Teaching: A Sociocultural Perspective**

Academic writing is one of the most critical skills for Indonesian university students as, English as a Foreign Language (EFL) learners. Since, most of universities in Indonesia obligate their students to write a thesis as one of the requirements in finishing their study. How well students write is determined by how they are taught to write by the teachers. The way teachers teach is greatly influenced by their beliefs and prior experience. This article provides an overview of a comprehensive ethnographic study forming part of a doctoral project in an English Education study program at State University of Semarang. Focusing on the experiences of four teachers who are teaching writing in a state Islamic University of Lampung, Indonesia, I examine their beliefs about teaching and learning writing, their educational and professional experience, and the contextual factors which may influence their instructional decision in teaching writing. A socio-cultural activity theory is utilized as a framework for analysis. A multiple case study in naturalistic research design is applied, and constructivist grounded theory informs data analysis. Data will be collected across a 16-week semester through semi-structured interviews, classroom observations, stimulated-recall interviews, reflective journal, and review of site documents. The study is on-going.

**Abstract no: 1284**

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**Teaching Grammar in Context: My Self Experiences**

Since implementing the communicative approach in teaching English as a foreign language (TEFL) in Indonesia, now teaching English as an international language (TEIL), a number of English teachers in Indonesia think that grammar is not important anymore. According to them, it is essential that the students be able to speak in the target language even though they make grammatical mistakes. Therefore, they lack grammatical competence –accuracy. As a result, they are not aware of grammatical mistakes when they speak or write down paragraphs. The English teachers think that teaching grammar is very conventional and it is not important. In my opinion, however, grammar is important in all macro language skills inasmuch as without grammar competence one cannot express his/her ideas in good English. Based on the fact, I propose teaching grammar in contexts in such a way that the students learn grammar meaningfully. The steps are 1) presenting input texts, 2) analyzing language elements in the texts –focusing on grammar, 3) discussing the use and the patterns of grammar in the texts, 4) producing new texts employing the learned grammar, 5) conducting peer correction focusing upon grammar, and 6) discussing students' texts focusing on grammar. These steps are done in both spoken cycles and written cycles. In teaching grammar in contexts, however, the English teachers need more time in explaining the materials and the students need more practices.

**Abstract no: 1285**

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**Project-Based Learning Reinforcement: Re-Designing Discourse Completion Test to Assist Students in Constructing Essay Outlines**

This research was aimed to analyze the use of discourse completion test (DCT) in order to help students in constructing ideas particularly in the stage of writing essay outlines. Discourse completion test is widely used in speech acts studies to elicit respondents' responses based on a given situation.

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This study focused on the use of DCT in the context of teaching English for vocational students with a framework of project-based learning as a basic model. Project-based learning is an innovative learning model which emphasizes contextual learning through complex activities. Project-based learning focused on learning the core concepts, involving learners in problem-solving investigations and other meaningful tasks, giving students the opportunity to work autonomously construct their own knowledge and ultimately produces a real product. Project-based learning can be used to achieve a certain competency through a project within a specified period through the steps of planning, execution, reporting, communicating the results and evaluation activities. The goal of this method was to arouse students' interests in writing and ease the obstacles faced when developing ideas. Participants were 25 third semester students enrolled in a three-year undergraduate program in Informatic Management. The outlines produced by students were evaluated and discussed in peer review until the drafts were final. The study revealed that students were able to construct a coherent and cohesive essay. Further steps need to be done in order to develop DCT materials while taking into account the intralanguage aspects.

**Abstract no: 1286**

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**Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)**

English continues to spread, not only as a global language but also as the language of science, technology and advanced research. Thus student, especially at higher level need efficient reading skills to comprehend a mass of reading materials from various sources related to their studies. Teaching reading becomes not easy since teacher have to face the problems on how to teach reading in a mixed-levels reading class? How can all students become motivated more active in reading class? How to promote cooperation among students with divergent competency and motivation? To address such questions, this paper demonstrates how reading skill, participation and cooperation can be developed through CIRC. The participants of this research were students of communication studies at social and political science faculty of Pancasakti University Tegal. Through this method, learning reading can increase positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing. Therefore, a presence of cooperation is established, reading and writing can be developed integrated, and passive students become active while active students become more active. This paper recommends that a replication of the study can be concluded with other groups at the different levels or grade in other skills such as writing, speaking, or listening. It will be worthwhile to investigate how effective is CIRC on other skills so that the teacher can use the findings to improve and develop their teaching and learning process.

**Abstract no: 1287**

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**The Profile of the English Major Students' English as Measured by a Proficiency Test**

This study aims at profiling English proficiency of the students in Department of English, Universitas Negeri Malang (UM). A number of 277 students across admission classes: 2016, 2015, 2014, and 2013 were involved in the study. Their proficiency was measured using a paper-and-pencil TOEFL-like test. The subtests reliability was assured. The data was analyzed using descriptive and inferential statistical analyses.

The results show no respondent reached the advanced level; the majority was in the low intermediate level. The respondents' score was not linear with their year of admission classes. However, a linearly increasing average score was observed from the scores of Class 2015, Class 2014, and

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Class 2013 respectively.

Statistical differences in the mean scores of the students across admission classes were observed. Particularly, the mean score of the Class 2016 differed from those of Classes 2015, 2014, and 2013. Similarly, the mean score of Class 2013 differed statistically from that of Classes 2016, 2015, and 2014. However, the mean score of Classes 2014 and 2015 did not differ statistically.

Statistically the mean scores of Classes 2014 and 2013 in the first semester and those of Classes 2014 and 2013 in their fifth and seventh semester differed. Next, no evidence of statistical differences was observed in the mean score of the students across different study programs in their seventh semester. Finally, none of Class 2013 exactly met the graduate profile. However, those beyond the profile and those below the profile were marginally comparable. These findings were further discussed.

**Abstract no: 1288**

**Student-made Quiz Using Google Form to Improve Reading Interest**

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In content-rich courses such as Phonetics and Phonology, students are required to read textbooks containing theories and concepts of Phonetics and Phonology. However, Students' lack of reading interest results in their low comprehension of the materials. As teacher candidates, students at the ELESPP need to understand the phonological concepts in order to teach the language well. However, their low reading interest in the linguistic materials prevent the students from understanding the concepts. To overcome this, students are assigned to make student-made quizzes using Google Form for each assigned reading tasks. Iwasaki (2008) states that quizzes, like tests and exams, are usually regarded as a medium for a teacher to judge students' knowledge in a subject. The purpose of this research is to find out whether the student-made quizzes can increase students' reading interest.

The type of this research is descriptive qualitative research. The subjects of the research are 34 students of the English Language Education Study Program taking the Phonetics and Phonology course. The data gathering instrument used to collect data are a questionnaire on Reading Interest, test assessment rubric and a comprehension test on the students' comprehension designed by the researcher. The research results will be analyzed using Cronbach's Alpha analysis technique. The data will be described qualitatively and it is expected that the student-made quizzes using Google Form will increase students' reading interest and help students understand the basic concepts of English phonetics and phonology.

**Abstract no: 1289**

**Pre-Service English Teachers' Collaborative Learning Experience as Reflected in Genre-Based Writing**

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This study aims at investigating pre-service English teachers' collaborative learning as reflected in genre-based writing classes. 37 PSETs involved as the experimental group, 43 PSETs participated as the control group. Data collection used the observation, evaluation, questionnaire through the quasi-experimental method. Data analysis used the multivariate for GLM model, non-parametric statistics, and qualitative descriptive. The findings showed PSETs' achievement was very significant, where  $p < .01$  after the collaborative learning engagement. The paired samples test resulted  $M=2.744$ ;  $SD=1.347$  for recount,  $M=2.767$ ;  $SD=1.771$  for narrative, and  $M=3.488$ ;  $SD=1.594$  for descriptive paragraphs. The experimental group tests were  $Z=-5.340$ ;  $p < .01$  for recount,  $Z=-5.323$ ;  $p < .01$  for narrative, and  $Z=-5.320$ ;  $p < .01$  for descriptive paragraphs. The pre- and post-tests fulfilled genres' achievement criteria. The means

increased from 70.51 to 73.26 for recount, 71.58 to 74.35 for narrative, and 71.07 to 74.56 for descriptive paragraphs. Meanwhile, forty-five respondents agreed with the collaborative learning implementation and eleven respondents rejected it.

**Abstract no: 1290**

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**The Effects of Explicit Grammar Instruction Incorporated in EFL Writing Practice in a Japanese Context**

The output hypothesis theoretically validates the use of productive activities and corrective feedback (CF) in the second/foreign language classroom whether they are in oral or written forms. Productive L2 use enables students to have opportunities to be aware of their current interlanguage conditions and feedback can provide them with negative evidence to their output, both of which are essential to enhance second/foreign language acquisition. However, simply letting students engaged in producing L2 and receiving CF does not always yield optimal effects for accuracy development. Studies have demonstrated that L2 learners sometimes need to work on explicit grammatical training to develop their linguistic accuracy. This study using a pretest-posttest design investigated whether incorporating explicit grammar instruction into writing practice with focused written CF can enhance correct use of a target structure; subordinate conjunction. Fifty-seven Japanese university students who participated in this research were assigned to three experimental groups who received explicit grammar instruction on the target structure and/or written CF on their writing from the instructor and one control group. The experimental groups received treatments of explicit grammar instruction and/or written CF twice with a week interval. Two accuracy measurements, the score of a grammar correction task and the rate of accurate use of the target structure in the students' writing, were used for the pre- and post-tests. The comparison of the results of the measurements across the groups revealed different effects of the combinations of grammar instruction and written CF.

**Abstract no: 1291**

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**Innovative Research on the Corpus-Based Model of the Flipped Classroom: American Literature Teaching Class**

Along with the arrival of corpus age, it has provided large authentic language materials for language teaching. Corpus has been increasingly employed in second language teaching, but many corpus-based studies are in the language teaching classes while the explorations of literature teaching class were very few. In recent years, the flipped classroom model has been put out. Although its emphasis on student-centered self-motivated learning has exerted tremendous influence on class teaching, there were not many practical applications on the literature classes. Thus proper combination of both the flipped classroom and the corpus may afford qualified extensive learning resources and stimulate students' learning potentials effectively.

In China, almost every university sets literature classes for English majors. However, these classes exist many palpable weak points such as singularity of content, student's passive learning upon the teaching forms and so on. This paper summarizes the current situation of American literature class in China and advantages of both corpus and the flipped classroom, then discusses how to apply corpus in the literature teaching class together with the conduction of the flipped classroom and tries to redesign the system of content, capability, task and evaluation of the literature class. In this way, a corpus-based model of the flipped classroom on literature class could be set up which may provide a new path to promote effectiveness of literature teaching and bring out new ideas of how to combine corpus and flipped classroom properly to improve English classroom.

**Abstract no: 1292****The Voices of Primary Students' in Experiencing Collaborative Learning Teaching Strategies**

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Currently, the implementation of collaborative learning has been implemented in many fields of education level from lower till high level, however, this approach were not explored in detail in EFL Indonesia context, particularly in SMP 4 Samarinda. It is therefore, the integration of collaborative learning is implemented in SMP 4 Samarinda.

The purposes of this study was to find out the students' perspective on strategies of collaborative learning and difficulties or challenge in conducting it. This study adopted collaborative learning strategies for selected materials and activities. The activities were planned and managed purposely according to material in such a way to reach specific goal and skill.

This study employed qualitative methodology by using interview from seven participants and observation in collecting the data. The selected participants were those who involve in the learning strategies context. The participants were students who sit in third year of SMP.

This study revealed that all participants were positive with collaborative learning strategies. The participants welcomed and reached progress socially, psychologically and academically. The difficulties found laid on students adaptation on strategies and teacher's management on running the strategies.

**Abstract no: 1293****Toward Effective EFL Teacher Education Developments through English Teacher Association in West Java Province**

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Globalization demands mastery in IT and English language. Education is assumed as the best way to prepare those skills. The success of education lies on teachers. Because of these challenges, teachers need to develop competences required such as pedagogy, professional, social, and personality competences. English Teacher Association can be appropriate places for teacher education developments. This recent study is an attempt to propose suggestions in maintaining effective EFL Teacher Education Developments through English Teacher Association in West Java Province. In order to reach the purpose, this study tries to 1) investigate English Teacher Association in some areas. Some aspects investigated are the management, activities application, the implementation of activity results, infrastructures, monitoring, evaluating, and reporting activities, 2) study some opinions about problems in conducting teacher education developments in the association. This descriptive study was conducted by giving questionnaires to leaders of English Teacher Association in 15 areas of West Java Province. The findings predict some positive attitudes in managing teacher association, activities application, implementation of the activity result but still need to be optimized. While some factors such as supports, monitoring, evaluating, and reporting are not good and need to be improved. Some problems identified are budget, innovative program, guidance, infrastructures, Intensive monitoring and evaluating. Finally, this study offers suggestions in conducting effective EFL Teacher Education Developments through English Teacher Association.

**Abstract no: 1294****Is World Englishes Viable in TEFL?: Korean Pre-service English Teachers' Perceptions**

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Despite the call for the accommodation of diverse Englishes with the changing demographics of English users for decades (Kachru, 1985, 1992; Jenkins, 2002; Seidlhofer, 2004), many ELT practitioners have an ambivalent attitude about World Englishes (WEes) at best (Mo, Lee, &

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Sung, 2013). Accordingly, this study examines 168 Korean preservice English teachers' perceptions of WEes and the possibility of including it in their future class. The statistical analysis of 52 seven-likert type survey items showed that, according to variables such as their experiences in studying abroad, official English exams scores, and self-rated English abilities, statistically significant differences exist in knowledge in and experiencing WEes in college, abilities in communicating with interlocutors from the inner, the outer, or expanding circles, or willingness to include WEes in teaching. The thematic coding of open-ended questions and focus group interview data also revealed that the preservice teachers accepted the diversity in English and know the importance of teaching WEes. However, they were concerned that their students may feel confused due to diverse pronunciation and other issues such as negligence on Standard English, current practices of teaching to tests for college entrance, institutional constraints or pressure from various stakeholders, and the lack of experiences and resources in teaching WEes. Accordingly, this study suggests that more research is needed to find practical ways to support future teachers to include WEes in their future class, if WEes is to remain as a viable construct in ELT.

**Abstract no: 1295**

**Strategies Employed in Reading Scientific Articles from Open Access Journals**

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This study aims to investigate the reading strategies of 36 of pre-service teachers of English Department of Mulawarman University, Samarinda, Indonesia. In this study, the students more involved in seeking reliable open access journal articles for their reading comprehension course requirement. They were shown how to browse, search and select reliable articles. In addition, they were requested to select relevant articles based on the topic they are interested in. At the end of the course, the students were required to complete MARCI questionnaire. It aimed to investigate the students' strategy in reading the articles. The data were gathered from questionnaire and student journals' reflection. Using MARSII questionnaires (Metacognitive Awareness of Reading Strategies Inventory) Version 1.0 with simple statistical analysis, the results indicate that there are three most widely used strategies learners to understand the text reading English, namely guess the word, use a dictionary, and a confirmation peers. In addition, lack of vocabulary will hinder comprehension therefore guessing difficult words and the use of dictionary are frequently used by the respondents. Meanwhile, the reflection findings indicated that searching relevant journal articles were challenging, unfamiliar commonly-used vocabularies in scientific articles and reading the articles were problematic for students. Some implications for teaching and learning process are further discussed in the paper.

**Abstract no: 1296**

**The Impact of Students' Motivation on Studying English Achievement at Faculty of Science and Technology**

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The objective of this research is to study the effect of motivation on students' achievement in studying English of Faculty of Science and Technology. The reason of carrying out the research is the low scores of the majority students of Computer Information System (SI) and Technology Information (IF) Study Program of Faculty of Science and Technology. The research was conducted at the Computer Information System Study Program and Technology Information Study Program of Faculty of Science and Technology, Musi Charitas Catholic University, Palembang. There were 30 students taken as the samples of the research by using non-probabilities technique. The respondents' profile is based on the gender and the study

program. Most of the respondents are male. The number of the students of Technology Information Study Program are more than those who come from the Computer Information Study Program. The method used in the research was a survey. The technique of collecting data was using questionnaire for motivation, and for the data of learning achievement is taken from the cumulative scores of the average scores of the daily tests and the final exam. The data was analysed using descriptive statistical method and simple regression analysis. To test the statistics is used the t test. Most of the students have average and low motivation and they also have average and low learning-achievement in studying English. The data analysis and interpretation showed that there is no significant effect of motivation on the students' achievement in studying English.

**Abstract no: 1297**

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**Better Speaking through Metacognitive Learning Strategy of Pronunciation for Non-Native English Teachers**

In the context of teaching-learning English as a foreign language (EFL), it is important for the non-native EFL teachers to have the correct and good pronunciation. It becomes important because they are the real model of English speaking for the students.

This study was to investigate how the experiences of practicing the Flavell's model of MLS in pronunciation influence the English teacher education students' learning perception. Some research on MLS has shown that the strategy could not only raise students' awareness in learning but also improve the students' pronunciation and/or speaking proficiency (Lei He, 2011; Chamot, Anna Uhl, 2005; Sharkey, Rosemary, 2003).

In the previous study (Nurhandayani, 2014), it was found that the implementation of MLS in pronunciation learning does not always give satisfaction results in sound identification test. On the other hand, it was showed some changes in the way of participants' pronunciation learning. This is the reason why this study was conducted. It was to see for further, whether or not, the participants' strategy in pronunciation learning is still obtainable after a period of time.

The result of the study advisedly gives ideas especially for teachers or student teachers who need to develop their speaking proficiency autonomously. Expectantly, the teachers can be a good English speaking role model for the students to imitate.

**Abstract no: 1298**

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**Developing a Text-Based Syllabus as one of the Alternatives to Deal with Curriculum Design for English Department Students Who have Different Characteristics**

This paper confers some ideas about an approach of how to develop English Curriculum for the English Department students at the university level. It is beneficial for a department in which are engaged with less proficient students on the grounds that a lot of English exposure and good teaching ways are badly needed for them. This implies that the integration of the four skills- listening-speaking-reading, and writing oriented to text-based syllabus serves as the mainstream of the material development practices. This approach highlights the development of the teaching material which starts with a topic followed by situation and then the text-types which involves those four skills above. The objective of the course involves the study of the topic, context, language forms/knowledge required and language tasks/activities. In the teaching and learning activities students are encouraged to use IT involving language learning strategies.

**Abstract no: 1299****How Future English Teachers Have Learned their Teaching Skill Through Lesson Planning**

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English teacher educators in Indonesia have always been in pursuit of how English teacher training can produce better and more qualified graduates. One of the efforts has been that it includes the training of how to write lesson plans. Following Harmer (2007) lesson plans prepared by teachers prior to their classroom teaching are believed to be the indicators of teachers' commitment to their jobs. Therefore, training future teachers in how to write good lesson plans can be regarded as a start to introduce students who have chosen a teaching career for their future with a hope that they will be familiar with how professional English teachers do their jobs. This paper is about how a course in the English teacher training programme has been conducted related to the development of the students' lesson planning skills. The current curriculum of the English education of study program of Yogyakarta State University provide several courses leading to microteaching classes and the teaching practicum at schools. The challenges, however, lie on the fact that all the teaching and learning theories are often not very helpful in preparing students to begin their teaching. Learning how to write lesson plans which constitute the real teaching has given the students the whole picture of what they need to learn to do. After learning the skills very carefully and step by step, the students reflected what they have done. The paper discusses in a more detailed way how the students have understood how to teach English in the classroom setting.

**Abstract no: 1300****Research Development of Learning Style Instrument and the Relationship Between Students' Learning Styles and their Achievement**

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This research is intended to build a good test for measuring student learning styles particularly on measuring students' learning styles in learning English language. The researcher believes that the test made should be matched with the context. Later, this test will be utilized to the students in Indonesia where English has a function as a foreign language. The researcher is interested to learn more about learning styles since a student as an individual is different especially he is different on how to learn something. Knowing a person's learning style enables learning to be oriented according to the preferred method. Prior to the research is finding out the good and appropriate instrument for measuring students' learning styles by constructing the test based on Kolb theory, and then the researcher has an intention to see the relationship between students' learning styles and their achievement in learning English. Hopefully after following the procedures how to construct a good test, the test result can be a standardized test for measuring students' learning styles in Indonesia since the context is different. Actually, this research utilizes the students with different levels of education in Samarinda as the sample. The research designs used are the design and development research and quantitative research approach using correlation.

**Abstract no: 1301****Empowering Students' Literacy Skills through Project Based Learning**

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Nowadays, Indonesia has become part of the ASEAN Economic Community so that it is required human resources that are able to compete in the working world. Accordingly, Curriculum 2013 expects vocational high school students to have literacy skills in order to increase students' competitiveness.

However, the facts show that the students' literacy skills are still low since the learning process is still theoretical and textbook oriented. Consequently, the learning process becomes less effective and efficient. This research focuses on using Project Based Learning (PjBL) to improve the



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students' literacy skills. PjBL is a learning method which can make the teaching and learning process become more meaningful for students,

The research subjects are 90 students from 2 vocational high schools in rural and urban areas. The data collection methods include a Likert-scale survey, semi-structured interviews, and focus groups. Quantitative analysis using SPSS are used to analyze the survey data. Qualitative analysis methods used are coding and identification of emergent themes. Qualitative results show perceptions of most improved literacy skills. Quantitative data show the improvement of students' literacy skills to help them to be successful in the 21st century global community and economy.

**Abstract no: 1302**

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**Raising Students' Cross-Cultural Understanding in EFL Listening Classroom: Factors Supporting Successes and Failures**

Listening comprehension can become quite a challenge for any EFL students especially when dealing with TOEFL-Like Listening Tasks. This study mainly looks at the current trend of practice in listening courses in Indonesia and the main characteristics of the teaching and learning processes in listening classes as TOEFL has become more and more widely used to assess English proficiency. It also focused on the cross cultural understanding material that was embedded within the listening activities and its impact on the students' comprehension prior and after the listening course was completed. In addition to that, qualitative analysis was used to investigate the existing problems in listening classes. The population of the research includes semester IV students of English Department of Faculty of Teacher Training and Education Universitas Mataram, consisting 6 classes and 208 students. Cluster sampling technique was used to select the participants of this research. The data were collected through analysis of documents and questionnaire. The data showed that there is a significant improvement in the students' cross cultural awareness and their listening comprehension scores.

**Abstract no: 1303**

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**Developing Instructional Reading Materials with Local Culture-Based Narrative Texts for the Tenth Grade Students**

The purposes of this study were to find out the validity, practicality, and potential effect of the developed reading materials using Siti Zubaidah narrative lyrics as a local-culture-based narrative texts from South Sumatra. The subjects of the study were tenth grade students whose instructional reading level was level four. The procedure of the study consisted of three stages analysis: analysis, design, evaluation and revision. In the first stage, instructional, students' reading level, and their reading needs were analyzed. The result of these analysis became the basis of product development. Texts with comprehension questions were written. Formative evaluation was conducted to see the validity, practicality, and potential effect of the product. Validity was evaluated in expert review phase for its content and construct. The product was stated to be very highly valid (4.21). The practicality was evaluated in one-to-one and small group phases. The results showed that the product was very highly practical since the average score in both phases were 4.30 and 4.50 respectively. Field test phase aimed to evaluate the potential effect of the product. The product also had very high potential effect after being tried-out in field test as 93.3% of students passed the minimum mastery criterion which was 68. In conclusion, the developed product were potentially effective to be applied for the tenth grade students.

**Abstract no: 1304**

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**Exploring Student's Attitude towards Self and Peer Evaluation of Writing in EFL Classroom**

This research aims at exploring student's attitude towards self and peer evaluation of writing in an English as a Foreign Language (EFL) class. For that purpose, a group of students of high intermediate level was taken as the subject of the research. Prior to the research activity they were trained how to use the adapted evaluation scale. Within the whole three months, in between their learning process, each student was assigned to write several essays two of which were randomly selected to be self and peer evaluated. In the end respondents were investigated how they felt doing self and peer evaluation. They were asked to convey their levels of agreement or disagreement posted in a Likert scale questionnaire representing their attitude towards self and peer evaluation. The research reveals the following results (1) the quality of student's writing improve along the process of learning; (2) There is a positive trend of congruence in each student's writing with that of teacher's expectation; (3) Students respond more positively to all statements in the questionnaire which shows their positive attitude towards self and peer evaluation in EFL writing.

**Abstract no: 1305**

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**Empowering the Practice of Answering WH-Question and Its Contribution to Writing Competence**

It is undeniable to believe that the more the students practice in writing, the better their work will be. This is due to the fact that in practice learners could apply the fundamental principles and theories learned from the classroom to the actual work of writing. Besides, through the practice of writing, students could learn and develop the knowledge of grammar and vocabulary and at the same time they could also learn to focus on the accuracy and content of the message. It is therefore, assumed that practicing to write by way of answering Wh-questions the students will unconsciously increase their vocabulary and grammar mastery and will gradually be able to write well. This paper, therefore tries to reveal whether empowering the practice to answer Wh- questions would really enhance students' writing competence. Two groups of the sixth semester students of the English Department of the University of PGRI Semarang will be taken as samples. One group will be taken as an experimental group while the other one will be taken as a control group. The instrument used to collect the data will be writing test and the data will be analyzed using t-test to see whether there is significant difference in the mean scores of the students taught by having practices of answering Wh- questions and those taught without the practice of answering Wh- questions.

**Abstract no: 1306**

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**Curriculum Deliberation by English as a Foreign Language (EFL) Teachers (A Case Study in the Indonesian College EFL Context)**

Drawing theoretical underpinnings on Schwab's (1969, 1971, 1973, 1983) seminal works on the Practical and their interpretations by Schubert (1986), W. A. Reid (1999, 2006) and Null (2011), this study explored English as a foreign language teachers' practices of EFL curriculum deliberation, that is, their collective endeavors to devise concrete courses of action for practical curriculum problems, in the Indonesian college EFL teaching context in Makassar. Adopting a case study research design, the present study particularly investigated and documented the ways these college EFL teachers addressed Schwab's notion of curriculum commonplaces (teacher, learner, subject matter, context and curriculum making) in their instances of curriculum deliberation. Primary data for this study were obtained through participant observations of teachers'

deliberation sessions, semi-structured interviews and reflective journals. Preliminary results of this study confirm findings of previous studies (Atkins, 1986; M. J. Reid, 2009, 2010) that the curriculum commonplaces, indeed, underlay the ways these EFL teachers at this particular EFL setting defined curriculum problems and deliberated on their context-specific solutions. It is worth noting that during the teachers' deliberative sessions, the learner, teacher and subject matter commonplaces emerged as their points of reference more predominantly than the context and curriculum making commonplaces. The study also revealed that teachers' deliberation processes were arduous and spiral in which insights and ideas were diverse and overlapping, yet closely and coherently intertwined. The study further uncovered underlying and recurring themes for each commonplace which suggest, to an extent, what Van Manen (1991, 2016) calls teachers' —pedagogical thoughtfulness.

**Abstract no: 1307      **Improving Learning Motivation of Low Achievement Students through Aptitude Treatment Interaction (ATI)****

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This research was classroom action research, which aims at improving students' motivation of their poor performance through learning model Aptitude Treatment Interaction (ATI) on VII.3 grade students of SMP Negeri 6 Parepare. Aptitude Treatment Interaction (ATI) can serve individual student differences by adjusting treatment or learning method with students' abilities. The use of this model was emphasizing to create small groups of students that have achievement alike. Students with low academic achievement based on test results and teacher interview will be grouped into one group and will be given preferential treatment by tutoring intensity rather than the group of high academic achievement. Subjects of this research were students of class VII.3 SMP Negeri 6 Parepare which is consist of 25 students. This research was conducted in two cycles. The procedure of this research involved four phases: (1) planning, (2) Implementation of action, (3) observation, (4) Reflection. The data collection was done by observation, tests, and questionnaires for each cycle after giving treatment through learning model Aptitude Treatment Interaction (ATI). Data collected were analyzed using quantitative and qualitative analysis. The results of this research indicate that the Aptitude Treatment Interaction (ATI) can be an alternative method to improve learning motivation of low achievement students. The results of this research also showed that the Aptitude Treatment Interaction (ATI) can be an alternative of problem solving in the classroom, especially for low achievement students.

**Abstract no: 1308      **Engaging University Students in the Assessment of Teaching Performance****

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Assessment is very significant in the teaching learning process. However, it is common that university students are not involved actively in the assessment process as their works have been accomplished or submitted. This thing, certainly, directs them to be passive recipients of assessment outcomes. 21st century as the knowledge age demands students to engage in the peer-assessment process which is in order to improve their skills whether as students (short-term) and teacher candidate (long-term). This paper focuses on explaining the practice of peer assessment in teaching reading at the fifth semester students of Borneo University Tarakan. Further, peer assessment was conducted in the purpose of involving students' judgement on their peers' teaching performance. Based on the practice of peer assessment, it can be concluded that peer assessment leads university students to contribute enthusiastically in assessment process for achieving

better short-term as students and long-term learning outcome as teacher candidate during their study in higher education.

**Abstract no: 1309**

**Flipped Classroom, CLIL and Model UN Simulations: A Case Study**

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Model United Nations simulations specifically use English to develop global citizenship. Preparing students to participate in a model United Nations Simulation is best accomplished in a flipped classroom CLIL framework. The following case study will provide a step by step overview of how a cohort of 28 students (Japanese and non-Japanese L1s) from a consortium of Japan-based universities were prepared for the National Model United Nations during five intensive workshops held over a four-month period. The intensive face-to-face workshops focused on committee interaction, meeting protocol training and other immediate, spontaneous communication. This was coupled with extensive out-of-class work that utilized internet and other digital resources. In order to get the most out of each of these intensive workshops, the students had specific assignments such as, country research, agenda/topic research, position paper drafting, and speech drafting. For the country and agenda/topic research some initial websites were recommended but students were encouraged to search the internet for other resources on their own. As they were working in pairs, they used google.docs to compose their documents and kept in touch via Skype. Student mentors (who served as chairs and head delegate at the event) created background guide documents to assist with the research process and also were available for consultation both at the intensive workshops and during the weeks between sessions. The session will conclude with results of a student reflection survey. MUN simulations are idea opportunities to experience (and research) English as a Lingua Franca in a natural communicative context.

**Abstract no: 1310**

**Beyond Expectations- Oral Presentation Assessments**

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Oral presentations have become an important component of authentic assessment in Australian universities. Nevertheless, international students from ESL/EFL backgrounds often find giving academic oral presentations challenging and they may have little familiarity with the genre of oral assessments when entering Australian universities. English for academic purposes (EAP) programs facilitate the language skills that students from non- English speaking backgrounds require to present academic oral monologues or research, and to communicate successfully in their future disciplines. The learning processes and language skills for oral academic presentations are an emerging, valuable area of EAP research (Barrett and Gi-Zen Liu, 2016; Chou, 2011). This presentation will report on the challenges that international students face in an EAP program when preparing for and delivering individual and group oral presentations for assessment in one Australian university. Students' previous learning experiences will be compared with the language skills and learning strategies they need to meet the expectations of a new academic culture.

**Abstract no: 1311**

**Does Peer Assisted Learning Program (PALP) Helps the Students to Speak English More Fluently?**

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Speaking and listening is closely related. Listening is a receptive skill while speaking is a productive skill. Nunan (1999: 237) states that one of some ways to help the learners to speak is giving the learners experience in the hearer's role. Moreover (2000: 271) Brown notes that interaction becomes one of several factors that make speaking difficult. That is why the interaction among English speaker plays important role on the speakers'

fluency. Peer Assisted Learning Program (PALP) is a tutoring program created to facilitate the students to improve their speaking skill. This program provides the supporting atmosphere for the students to speak more fluently. Furthermore this paper will explain the student's performance on speaking and also their motivation to speak.

This research is a descriptive qualitative research. Questionnaire and interview are the data collecting techniques in this research. The respondents are the students of English Teacher and Training Study Program of Universitas Ahmad Dahlan Yogyakarta. The students being the respondents are the mentees who are actively involved in PALP.

The result of the research shows that PALP helps the student to be more confident to speak in public. The students are also highly motivated in involving more in the program. It can be concluded that PALP helps the students to speak more fluently.

**Abstract no: 1312      **Main Features Characterizing Teacher Discourse in the Classroom and its Roles****

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There has been relatively less attention paid to teacher's language production or discourse that in fact serves as an important source of linguistic input, particularly oral input in foreign language settings. Drawing on qualitative observation data from a case study of an EFL (English as a Foreign Language) classroom for pre-medical students in an Indonesian university, this presentation examines the teacher discourse during the implementation of two task types, jigsaw and information gap. The study focuses on the main features and the roles of her discourse. Findings indicate five distinct features that characterized her discourse in both task types: interactive, collaborative, supportive, indirect, and supportive. All these features, taken together, made the tasks work well in the classroom. In terms of the roles of her discourse, the teacher had two prominent roles in the implementation of both task types. First, when dealing with task management, the teacher initiated the interaction and guided the students in what they were to do: listen, pay attention, and respond. Second, through her language, she helped students in their interaction while dealing with task content. These roles encouraged students to participate actively in completing the tasks. This study then explicates the differences in the way the teacher used language during the implementation of both task types.

**Abstract no: 1313      **Enhancing Speech Performance and Boosting Confidence of False Beginner Students****

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This study explores whether instruction for speech in Pre-Level 3 curriculum at Ibaraki University can enhance our students' speech performance level and boost their confidence in speaking English. The participants were Pre-Level 3 Level students in the Ibaraki University Integrated English Program (IEP). This is a 30- class program focused on developing four English language skills, reading, writing, listening, and speaking. The students are placed into 3 levels based on their proficiency: Pre- Level 3 Level one is comprised of beginners and Level four represents the most advanced. Each class has about thirty students and meets twice a week. Pre-Level 3 in this study consisted of 8 classes and constituted approximately 30% of the total IEP students. All the eight classes were taught in both English and Japanese by five different teachers. 180 students of Ibaraki University participated in this study. A questionnaire survey conducted at the beginning of a course showed that 82% of the students showed little or no confidence in informal English presentation for 2 minutes. This called for a program to improve students speaking abilities. Based on zone of proximal development (Vygotsky, 1978), we designed a

course program to provide the students with speaking activities step-by-step with collaborative study in a low-anxiety classroom. An analysis of a questionnaire survey instrument distributed at the end of the course revealed that there was only 9% showed little or no confidence in informal English presentation for 2 minutes. It means our practice can improve students' speaking abilities.

**Abstract no: 1314**

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com*

**Socio-Cognitive Model to the Teaching of Reading Comprehension (A Case Study of Experienced Indonesian EFL Teachers)**

Vygotskian Socio-cognitive theory views that one of the most critical components of teaching reading comprehension involves the use of scaffolds to facilitate text comprehension. This research explored teachers' perspectives and the use of scaffolds to facilitate text comprehension. It emphasized primarily on the types of the scaffolds teachers utilize in the teaching of reading and the implementation of those types of scaffolds to enhance students' text comprehension. To investigate these issues, document analysis, in-depth interviews, participant classroom observation, and focus group discussion were used as data collection methods in this explorative case study. Five experienced English teachers participated in this study. The research finding shows that the teachers utilized scaffolds in the form of different strategies (cognitive, meta-cognitive, socio-affective) in the three phases of reading activities. They followed the teaching procedures, namely: (1) Activate background knowledge, (2) Cultivate vocabulary, (3) Think about meaning, (4) Increase reading rate, (5) Verify reading strategies, and (6) Evaluate progress. In conclusion, not only are scaffolds useful for teaching well-structured skills, but they also provide strategies students need to enhance their comprehension. It is recommended, therefore, that the teachers utilize different types of reading strategies as the form of scaffolds to enhance students' comprehension.

**Abstract no: 1315**

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**Improving Students' Speaking Ability by Using Audiobook of Tenth Grade Students' of SMKN 1 Panca Rijang 2016/2017**

This research applied quasi-experimental design. The population of this research was six classes of Tenth grade students of SMKN 1 Panca Rijang academic year 2016/2017 with the total population were 90 students. The objectives of this research were to find out whether or not the use of Audiobook improve students' speaking ability at the tenth grade students of SMKN 1 Panca Rijang and to find out the students' interest toward the use of Audiobook in teaching speaking ability.

The researcher applied Audiobook technique in the experimental group and conventional way in control group. This research applied two kinds of instruments were speaking test and questionnaire. Speaking test was used to obtain data of the students' speaking ability and questionnaire was used to know the students' interest in learning speaking English through Audiobook technique.

The researcher found that there was no significant difference between achievement of the students who applied Audiobook technique and who did not applied Audiobook technique in speaking. It was proved by p-value of pre-test 0.47 was higher than the  $\alpha$  ( $0.47 > 0.05$ ) and p-value of post-test was higher than the  $\alpha$  ( $0.45 > 0.05$ ). So, the researcher stated that  $H_0$  was accepted and  $H_1$  was rejected. The researcher also found that the Tenth grade students of SMKN 1 Panca Rijang were interested in teaching speaking English through Audiobook technique.

**Abstract no: 1316****Teaching Essay Writing by Using Four-Square Method**

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Academic writing in college level is divided into sentence building; paragraph writing; essay writing; and scientific writing. This research focuses on teaching essay writing by using four-square method. Four Square Writing method is a simplified graphic organizer for teaching writing for students at school (Gould, 1999). This research was aimed at: describing the implementation of four-square method in teaching essay writing. It was also for describing the strength and weaknesses of this strategy. This is a descriptive qualitative research with 26 students from class 3B of English Teaching Department in Universitas PGRI Madiun as the participants. The implementation of four-square method in teaching descriptive essay writing was divided into three steps namely pre-writing; whilst writing; and post-writing. The findings reveal that students are more motivated to learn to write and to organize ideas appropriately. The strength of the application is that students are more creative to organize and to develop their ideas of the topic. Meanwhile, the weakness is that some students still have difficulties in applying some aspects in writing, such as grammar and vocabulary. It can be concluded that the application of four-square method is successful to teach essay writing.

**Abstract no: 1317****Improving a Korean University's EFL Program through Language Learning Strategy Research**

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A coeducation university in Seoul invited research into the associations between proficiency and gender, respectively, and language learner strategy (LLS) usage to facilitate improvements to its EFL program where 76 of its ELL's were participants. This paper presents this enquiry's findings and the modifications it drove while also offering guidance for similar future inquires. The Oxford SILL (1990; 1996) was used to measure LLS usage and proficiency was measured by conflating instructors' holistic assessments of students' proficiency with students' self-assessment vis-à-vis the ACTFL scale. Theoretical (Kiely & Rea-Dickins, 2006; Shameem, 1998) and statistical justification was observed for this method of proficiency measurement. In its prerequisite assessment of the SILL's internal reliability (as proposed by Park, 2011), the study observed that the conventional 6 sub-domain model of LLS usage did not meet sufficient alpha values for each category and the lesser used 2 subdomain (direct + indirect) did and was therefore employed. Gender differences, assessed by independent sample T- tests, saw males employing more strategy usage than females which corresponded to previous work in the Asian setting (e.g. Tran, 1988) but these differences were not significant. As with prior research (e.g. Alhaisoni, 2012; Radwan, 2011), the associations between proficiency and LLS usage, assessed by Spearman's rho correlations, were positive, significant, and moderate to strong ( $\rho = .630$ -total LLS;  $.617$ -direct LLS;  $.547$ -indirect LLS). The results saw the program institute supplementary initiatives were: 1 - lower proficient students were given extra instruction on language learning techniques; and 2 - female instructors designed and implemented EFL interventions exclusively for female students. The areas that this paper offers guidance for future/similar studies are: 1 - using simple Cronbach's alpha/internal reliability values to choose from the three SILL models of LLS usage; 2 - reasonably and innovatively measuring proficiency without costly formal assessments; and 3 - making informed policy decisions using observed findings.

**Abstract no: 1318****Communicative Language Teaching (CLT) in Improving the Student Speaking Ability**

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Communicating in English should be taught to meet the need of the learning goal. English practice is an integrated skill which involves the ability to understand the instruction, and to be able to communicate the opinion in pair work, group discussion, and communicative dialogue. There are some techniques in teaching the students to be able to speak: (1). Information – gap Activities (2). Opinion – Sharing Activities (3). Jigsaw Activities (4). Pair and Group Work. The purposes of using social problem cases as the material are getting detail information of the topic, knowing what to do as a problem solver, and presenting opinions. Communicative Language Teaching gives motivation to the students to develop fluency. Students can interact and express the agreement and disagreement toward the presenters' theory or thought. Sharing opinion and transferring knowledge are not only improving the speaking skill but also giving a chance to have a critical thinking and setting the student behavior as a problem solver. Communicative Language Teaching also creates interactive teacher-student relationship and the exercises compatible with communicative approach.

**Abstract no: 1319****Revisiting Learning Outcome Statements in TESOL Subject**

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There has been a shift in paradigm in education from traditional/teacher-centered approach into student-centered/outcome approach internationally. It is, therefore, undeniable that it affects the development of higher education curriculum in Indonesia in which it is mandated that it should be developed under the National Qualification Framework-KKNI. It, consequently, requires the formulation of learning outcomes focusing on what students should be able to do and demonstrate upon completing learning experiences. The present study intends to describe how learning outcomes of Theories and Principles in TESOL subject are formulated. Moreover, it examines the linking among the existing learning outcomes, teaching and learning activities and assessment. The analytical descriptive qualitative study employs document review method to analyze data. In addition, the analysis adopts the guidelines of writing learning outcomes by Kennedy et al (2005) and learning outcomes evaluation form by Popenici & Millar (2015). The results show that the existing learning outcomes developed are in the cognitive (knowledge aspect) and psychomotor (skill aspect) domain. However, the learning outcomes in the affective domain are not yet developed. The existing learning outcomes have been aligned to the study program outcomes and used action verbs indicating development of learning activities. Besides, there has been good alignment of the learning outcomes and teaching learning activities. However, linking of the outcomes, teaching learning activities, and the assessment needs to be more developed.

**Abstract no: 1320****Fostering L2 Creativity in High School English Classes: A Taiwanese Experience**

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This study was set out to explore whether integrating creative training into English L2 classes could significantly enhance English learners' creative thinking skills. The participants were 138 2nd-year students who came from four classes at a Taiwanese high school. At the beginning of this research, all of the participants completed the Torrance Tests of Creative Thinking as the pre-test, which measured multiple creative thinking skills. After that, two of the four classes completed a series of English language activities that encouraged them to explore creative ideas,



while the other two classes did not take part in any of the creative thinking activities. Upon completion of the creative training, all of the participants completed another form of the Torrance Tests of Creative Thinking as the post-test.

This study compared the participants' performances on the Torrance Tests of Creative Thinking to explore whether the students who were given the creative training demonstrated significant growth in their creative thinking skills in comparison with their counterparts who did not receive the training. Overall, this study will bring to light whether integrating English L2 activities that focus on creative exploration in English can significantly contribute to English learners' creative thinking skills. The activities designed in this study can also serve as an effective model for English L2 teachers to design creative L2 tasks for English learners.

**Abstract no: 1321**

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**An Analysis of Metadiscourse in English Academic Papers from Linguistics and Mathematics**

As an important part in academic writing, metadiscourse has got a lot of attention in these years. It has been applied to discourse analysis by many scholars for its textual and interpersonal functions in communication. Based on the theory of metadiscourse and classifications of Ken Hyland (Hyland, 2008), the present study compared the different frequencies and uses of metadiscourse in mathematical and linguistic academic papers. Two small corpora were compiled in this study, including 30 linguistic and 30 mathematical academic papers from Social Science Citation Index (SSCI) and Science Citation Index (SCI) journals. Both quantitative and qualitative methods were adopted in this study for analysis in depth. The results revealed that there appeared more metadiscourse in the linguistic academic papers than mathematical academic papers. Interactive metadiscourse was adopted more frequently than interactional metadiscourse in both linguistic and mathematical papers. Besides, in the use of interactive metadiscourse, transitions were used the most frequently in the two disciplines. Regarding interactional metadiscourse, hedges were used more frequently in linguistic academic papers than mathematical academic papers. Meanwhile, suggestions for academic writing in different disciplines were provided according to the empirical data. Moreover, pedagogical implications were also presented in this study. More results will be shown on the conference.

**Abstract no: 1322**

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**The Influence of "I+1" Input Hypothesis on Chinese Foreign Language Teaching Methods**

The famous theory of Input Hypothesis is one part of "Monitor Model" which is proposed by the Stephen D. Krashen who is a famous American linguist, and he believes that the comprehensible language input plays a key role in the language acquisition. The "Monitor Model" explains the process and its situation from five different parts: the acquisition /learning, monitor, natural order, input, and affective filter. Nowadays, the —i+ 1" input theory of Monitor Model influences our English teaching and learning more and better. But there are also many questions. Referring to the views of the parties and combining with her own understanding of the "i+1" input hypothesis, the author intends to elaborate on its main contents, characteristics, influences on foreign language teaching, existing defects and so on, aiming to achieve the goal of common learning and exploration of this theory.

The research is divided into five chapters. The first part is the introduction of the research background. The second part is the theoretical basis and main content of "i+ 1" input hypothesis. The third part introduces

the direct and indirect influences of "i + 1" language input hypothesis on foreign language teaching methods. The fourth part explores the limitations of the "i+1" input hypothesis. The fifth part is the conclusion.

**Abstract no: 1323****Exploring Minahasan Lecturers' ELT Materials Adaptation Practices in Multiethnic Classrooms**

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This study focuses on ELT materials adaptations conducted by a group of lecturers of English in Manado and how these practices were affected by such factors as the teachers' ethnicity-based teaching styles, preferences, professional experiences and their students' ethnic backgrounds. In this research, Minahasan teachers' adaptation practices were explored in order to generate the answer for the following questions:

1. What teacher factors influence ELT materials adaptation in the classroom and how are these factors negotiated in light of students' needs in relation to their ethnic backgrounds?
2. How do teachers bridge the gap between the existing materials and students' ethnic cultural background through their everyday teaching practices?

The data reported for this presentation were taken from English lecturers with Minahasan ethnic backgrounds but with a variety of professional and academic qualifications and examined through observations in their classrooms, semi-structured interview sessions with them, and supporting materials evaluations conducted by them. Then, relevant concepts from Tomlinson and Masuhara (2004), McDonough and Shaw (1993), McGrath (2002), and Richards (2007) as well as research findings from scholars in the field of ELT materials development are also provided in the discussion.

The finding uncovers cultural gap issues faced during the selection and adaptation and their attempts to produce an understanding of the relationships among teachers' pedagogy in the selection and adaptation of materials, the ethnic diversity of learners of English and the content of teaching materials.

**Abstract no: 1324****Intercultural Communication at Higher Education Context: Portraits and Practices**

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Intercultural communication focuses on the importance of understanding other's language and cultural background in order to create effective communication. In terms of a subject studied at higher education setting, It is not only concern about mark and result of study but also about quality relationship between lecturers and students. This ideal situation appears to be unbridged well due to the practice of learning for examination. Several studies on effective learning have been conducted, these include study about effective learning, how to create it and how it influenced by teaching pedagogy or other aspects such as those conducted in high school or at higher education settings. This article reviews several studies on intercultural competence from five different countries. The objective of this study is to present research from different context, models of intercultural communication developed in those settings and possible adaptive models to develop in higher education settings. Data were obtained from a careful review of international articles on the study of intercultural communication using inclusion and exclusion criteria. Result of the review reveals that intercultural communication is the effective pathway for developing teachers' intercultural sensitivity and professional identity, important aspects to teach in the lecture include emotional intelligence, personal competencies and social competencies that is relevant to future

workforce. These studies also encourage lecturers to be curriculum developer rather than merely being curriculum implementer. Implications and suggestions for further study are also provided.

**Abstract no: 1325**

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**Re-conceptualizing the Role of Non-Formal Language Education  
Institutes in Indonesia**

Limited English skills is often cited as the main obstacle for Indonesian University students who wish to study abroad with the help of LPDP scholarship and multinational companies have also cited that poor English skills are a cause for concern with companies looking to other ASEAN countries for English speaking work force.

The non-formal language education sector in Indonesia (lembaga pendidikan bahasa non-formal) is positioned to play an important role in providing language education and training to a wide range of students as courses of English are in high demand across the archipelago. However, private language centers around the country are unable to meet this demand in a sustainable and effective way.

Non-formal foreign language training and education institutes are facing difficult challenges in their efforts to provide high-quality tuition to a growing consumer public. Many of these challenges stem from the mis-conceptualization of the purpose of these language centers; from the lack of resources and support afforded by local and central government; and by inappropriate and misguided legislation which reflects the lack of a coherent language education policy in Indonesia. National legislation (UU RI 20/2003 Tentang Sistem Pendidikan Nasional; Pasal 26/1) has mandated the non-formal education sector to ‘replace supplement or complete’ formal education programs. However, it is the position of this writer that non-formal foreign language education contexts should be seen as a primary, rather than a secondary provider of high-quality language tuition. Therefore, a better understanding of institutional challenges is needed so that this important sector may develop and thrive.

**Abstract no: 1326**

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**Designing English Day’s School Culture**

English is widely used as a second language and a foreign language including Indonesia. As a foreign language, English is taught as one of the subjects at schools. The application of the English language in school is important to bring young people proficient in communicating internationally. However, English is taught in a limited time in a senior high school. Whereas, studying a foreign language need a lot of time.

There should be solution to that problem. English Day program could be one of good and effective solution to improve English skill toward students. The implementation of English Day is an effective strategy to develop student’s English proficiency level. English Day program involved the students and teachers as well. On that day the whole school practicing English, both oral and written. The students and teachers spending a great time sharing activities and speaking in English. English Day will be able to enhance student’s interests in learning English.

English Day should be prepared specifically in fostering the students to master English. English Day implementation will be carried out every certain day. There are several requirements that should be prepared so the English Day will run well. They are: A —Punishmentl Room, Mr. —Punishmentl, evidence’s card, spy, —Punishment Boxl, and of course a system regulation. The paper will discuss more about how to design an English Day as a school culture step by step.

**Abstract no: 1327**

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### **Translingual Identities of NES and NNES English Teachers: A Narrative Study**

Translingual Practice (Canagarajah, 2013b) contests monolingual paradigm which gives privilege to native English speakers (NES) and, instead, offers translingual paradigm which gives agency to non-native English speakers (NNES) by treating them all as translinguals who are engaged in shaping English norms as a part of their identity development (Seidhofer, 2003).

This research was conducted in the context of an intensive English program in Gorontalo, where Mary (a pseudonym), an American teacher, volunteered to teach a class which comprised mostly English teachers from local schools. Mary and five vocal participants were invited to write an autoethnography (Holt, 2003; Mendez, 2013) which reflected their significant moments in learning and teaching English.

The analysis on participants' language identities shows diverse paradigms ranging from monolingual, multilingual to translingual tendency. Their perspective can be placed into a continuum where Mary was on the tendency of monolingual and Julie (pseudonym) was on the other end of holding translingual identities. Julie was the only participant who dared to challenge monolingual approach even during her formation as a pre-service English teacher. Her determination to challenge the norms was truly implemented in her practice as an English teacher in Indonesian context.

**Abstract no: 1328**

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### **Interpreting the Demand of the Curriculum Creatively**

One of the most important factors in education is the curriculum. All educational levels base their activities in the teaching learning process on their curriculum. As science and technology develops, curricula change from time to time, often with certain time intervals. Facts from the field often show that teachers are generally worried about the curriculum change. They get upset when there is a new curriculum introduced by the government. They have been accustomed to a certain curriculum when suddenly the government changes the curriculum. In fact, they should not have to worry about the curriculum change as this is an inevitable condition. It is impossible for a school to have the same curriculum year after year without any changes. This paper tries to explore the reasons why curricula need to be changed, the reasons why teachers should not be worried about the change, and how to interpret the demand of the curriculum creatively. Being able to interpret the demand of the curriculum creatively is very important for teachers so that they will not get a lot of burden from the change of the curriculum.

**Abstract no: 1329**

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### **Best Practices in Teaching Academic Writing Class with Multilevel Language Proficiency Students**

Considering the most applicable teaching process is particularly important when teaching EFL students in a class with multi level language skills since it is often difficult to ensure that all the students learn in the same intensity of understanding. This research has been conducted for several years to investigate the best practices in teaching academic writing class in which the students have different language proficiency level. The study had been conducted at 3rd semester of English Education Program in one university in West Java, Indonesia. The study employed a qualitative research approach by embracing characteristics of a case study design. The data were gathered from several techniques, including classroom observations by the researcher and her colleague, writing assignments results, and interviews. The findings provide some lists of common

problems in a multilevel class; the best practices on how to organize the class; the way to establish a positive atmosphere; and the most applicable teaching strategies. It is finally suggested that the teachers can implement this best practices in teaching writing, especially in teaching academic writing.

**Abstract no: 1330**

**Lexical Access and Semantic Processing by Japanese English Learners**

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An important aspect of developing fluent L2 reading skills is the development of lexical retrieval skills by which words are recognized and matched with lexical entries. Previous studies on the L2-English word processing abilities of advanced-proficiency Japanese students at an English-medium university have shown them to be unsusceptible to facilitation effects for semantically-related prime words, and lower-proficiency readers experienced delay effects for semantic primes. The following study explores how Japanese L2-English learners process semantic relationships between words, and whether the delay effect found in previous research was due to task-dependent constraints, or if it is evidence of a script-specific word decoding effect. In this study, 32 Japanese-L1 undergraduate students at an English-medium university undertook a semantic categorization task, thereby making the task maximally favorable to the use of semantic features as the foundation for a suitable word identification strategy. The test also made use of a masked priming paradigm, thereby enabling the targeted of semantic vs. phonological target-prime relationships on reading speed. Additionally, one word target in each grouping was designed to act as a —distractor item, requiring a negative response, but being highly suggestive of a positive response. The results still exhibited no facilitation effects for semantically-related target-prime relationships; however, there was a significant delay for the semantic distractor condition. Such seems to demonstrate that the results of previous studies were not due to simple task-interference, but instead, that Japanese students' L1 reading traits may inhibit the development of the lexical search strategies which would enable semantic priming facilitation.

**Abstract no: 1331**

**CFRF Performance Management for Improving English Department:  
A Preliminary Research on Model and Challenges**

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English Lecturers in Indonesia, either individually or collectively, are mainly responsible with teachings, doing research, and conducting community service. Generally, it is believed that poor performers, in this case the English lecturers, affect top performers when they are not handled effectively in higher education. Therefore, a good and effective performance management is crucial to ensure English lecturers performance. Unfortunately, there has been a lack of research in the field of performance management applied in an English department. This may also cause existing English departments have no, misconduct, performance management, and of course have an ineffective performance management. This paper aims to offer a model of a Christian performance management called CFRF which stands for Creation, Fall, Redemption, and Fulfillment to really improve the English lecturers. A Focus Group Discussion (FGD) of English lecturers in a private Christian teachers college was conducted to present preliminary findings on its challenges to be implemented in an English Department of a Christian Teachers College in Indonesia with the hope that it can truly be a solid model for enhancing English lecturers performance in Teaching English as a Foreign Language (TEFL).

**Abstract no: 1332****Micro Teaching and Stimulated Recall: How Teacher Students Aware of their Teaching**

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The paper reports a stimulated recall of a 40 minute micro teaching of English as a Foreign Language. The subjects are twenty five students of English Department in a public university. The micro teaching sessions were videotaped then stimulated recall technique was used to reflect on the video materials that they have. The data were analyzed using (a) ethnographic microanalysis, (b) selective verbatim transcripts, and (c) Initiation-Response- Feedback (IRF) sequences. The paper addresses issues on the nature of teaching practice of teacher students and what the teacher students experience in teaching practice. It also addresses what roles a lecturer, teacher students, and peers play. The paper highlights an issue on how all of teaching practice activities analyzed are connected to processes of awareness of teaching. Based on the findings, it shows that the teacher students are able to identify their weaknesses and strengths in their teaching behavior. The peers learn to observe and interpret the results of observation. Thus, these improve teacher students' awareness of teaching because the lecturer also helps them to face problems and defines improvement. This stimulated recall report has pedagogical implications for the implementation of professional development in Indonesia.

**Abstract no: 1333****Open Dialogue in Teacher Education in Japan**

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Although the notion of reflective practice has established an undisputed recognition in teacher education for long now, many teachers still find it difficult to reflect, that is, to have a good dialogue with themselves or with their mentors. Part of the reason lies in our insufficient theoretical understanding of dialogue; we are not, in fact, exactly able to distinguish dialogue from (reciprocal) monologue, (analytical) discussion or (antagonistic) debate. This presentation reports the progress of a one-year project of incumbent teacher education for 10 primary or secondary public school teachers in Hiroshima, Japan. In this project, dialogue is theoretically understood in the general conceptual framework offered by a renowned physicist-philosopher, Bohm (1996), in which orientation for 'truth' and 'coherence' play an important part. In practice, dialogue is specifically promoted in a way inspired by the 'Open Dialogue' approach in the field of psychiatric care (Seikkula and Olson 2003, Seikkula and Trimble 2005). Despite the differences among mentors and teachers of different school subjects (including English, of course), all participants as equals are encouraged to talk polyphonically, with no obligation to reach a consensus or conclusion. This project involves radical changes in the concept of teacher education itself, and is expected to contribute to a better understanding of Exploratory Practice, whose similarities and differences with this Open Dialogue approach should be carefully examined. Epistemological discussion in terms of complexity (Luhmann 2012, 2013) and plurality (Arendt 1998) is also presented to deepen our understanding of practice in social contexts.

**Abstract no: 1334****The Comparative Study on Oral Feedback Effect between ESL and EFL Contexts**

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This study investigated how different English teaching environments produce differing effects of oral corrective feedback (CF) in second language (L2) classrooms. Depending on the English teaching environments (EFL or ESL), the results of research including various types of oral corrective feedback's effects were presented. The quantitative and

qualitative meta- analyses for three variables (attitude, perspectives, preference) are conducted and compared between the research works of North America (as ESL) and those of Japan and Korea (as EFL). In total, 40 studies were coded, 22 of which were identified as EFL studies. The present study would answer the following questions; (1) how the different teaching environment affects the effect size of learning gains; (2) how the targeted variables affect its size in both environments respectively; (3) what implications can be deduced from the research work. It was found that (a) the overall effect of the oral corrective feedback was greater in the EFL environment; (b) the maintenance of the effect has declined dramatically in the EFL over time; (c) the variables of attitude, perspective, and preference for both teachers and students have contributed differentially to the effect size. Possible explanations and justifications for the results were sought through cross-tabulation and with reference to the theoretical background of the second language acquisition.

**Abstract no: 1335****EFL Learners' Direct vs. Translated Writing in Different Writing Genres**

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The present study aimed at exploring the differences in EFL learners' writing performance in two writing modes (direct and translated writing) in two writing genres (argumentation and narration) depending upon their L2 writing proficiency. For this study, 46 college freshmen (42 males and 4 females) performed four writing tasks individually. The results of the study are as follows: 1) their writing performance in the direct mode was significantly better regardless of the genre, although there were substantial differences between the two genres in the degree of significance; 2) in both groups and genres, there were significant differences in their performance in the writing mode, favoring the directed one; 3) their writing performance in argumentative prose was significantly better only in the direct mode; and 4) only for low-level learners in the direct mode, there were significant differences in their performance in the writing genre, favoring argumentation. Theoretical and pedagogical relevance of the findings is discussed.

**Abstract no: 1336****Intercultural Competence in EFL Classroom**

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As argued by McKay (2002), cultural material in class should be used to encourage students to reflect as well as build both of their own and target culture competence. Kramsch (1993) mentioned a term 'sphere of inter-culturality' meaning that learners should understand not only knowledge of culture but also skills of target culture. In light of the teaching and learning of EFL context, it cannot be denied that teachers are key factors to successfully implement the teaching of English as an international language. However, teachers find difficulty in teaching culture competence and designing teaching material. This research is part of a larger study evaluating the teaching of English as a Foreign Language (EFL) in Indonesian junior high schools. The article investigates what culture was taught in EFL class and describes the implementation of culture competence in the twelve case study schools across five districts in the Yogyakarta province. Class observation as well as lesson plans written by the 25 interviewed teachers was utilized to collect the data. The results show most teachers defined culture as text type or genre in English language. Cultural issues seemed to be more focused on target culture knowledge designed for young learners whereas target culture skills were difficult to be implemented in the process of teaching and learning English. Consequently, this drives teacher-centered teaching in class.

**Abstract no: 1337**

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### **The Analysis of Authentic Activities and Assessment in Teaching English at Islamic University of Riau**

The main point in this paper is the analysis of the authentic activities and assessment process in teaching English at Mechanical Engineering program in the Islamic University of Riau in learning English as a Foreign Language (EFL). The purpose of authentic activities and assessment process is to decide its effectiveness as an integrated part in the EFL teaching process since effective assessment makes effective teaching. Third semester students were chosen to be the sample of the research and were given an assessment assignment assessment sheet to be analyzed to find out the effectivity. The findings of the study showed that the present assessment process has not been effective enough to do its functions in English teaching. The exams were lack the criteria of the effective language exams and tests. Some data showed that the authentic activities and assessment may be reliable but their validity and efficiency were inappropriate. As the conclusion that the assessment in teaching English process needed to reform to meet the standard competence in each skills.

**Abstract no: 1338**

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### **Teachers' Perception and Attitude towards Cross-Cultural Issue in Inculcating Character Education through EFL instruction in Indonesia**

Currently, curriculum reform in Indonesia has resulted in the implementation of policy of character education inculcation through the instruction of subject matters including English as a Foreign Language (EFL). This policy is hypothesized to be a challenge particularly for EFL teachers in their endeavors to inculcate some of stipulated character values such as religiosity and social awareness. The notion that language cannot be separated from its culture which means that EFL learners, to some extent, cannot avoid exposure of Western culture values which are embedded in EFL is the reason of the challenge. Meanwhile, the expected outcome of such character education inculcation is to improve students' morality based on virtues of Indonesia's philosophy and Eastern culture which contradict most of Western culture values. Using mixed-methods research design, this study is going to explore EFL teachers' perception and attitudes towards cross-cultural issues in teaching EFL based on the current policy in which they are required to not only teach EFL as a subject matter but also inculcate some values of character education through such instruction. These perception and attitudes embrace their opinion about the importance of delivering cross-cultural awareness of EFL as a target language, their approach, and their effort in dealing with different perspectives on moral values which are entailed in both Western and Eastern cultures.

**Abstract no: 1339**

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### **Teacher's Feedback for Reduced Grammatical and Lexical Errors in Students' Translation**

This study aimed to investigate the use of teacher's feedback to reduce translation errors made by the students in translating texts from Indonesian into English. The study was conducted in the English Department of the Faculty of Languages and Arts, Semarang State University. The subjects of the study were 15 students of the 5th semester in Translation class. The researchers employed Pre- and Post-tests to gather the data. During the treatment, students were asked to translate texts from Indonesian to English. For their first drafts, teacher's feedback was given classically by showing the various possible versions of translation using different translation techniques, focusing on the grammar and vocabulary. Students were asked to write down their translations on the board, and feedback was given by the teacher on their translations. The feedback



includes the possible use of different translation techniques which resulted in different ways of expression. Based on the previous research findings on their translation, focus of feedback was given on their grammar and vocabulary. After 8 weeks of treatment, the data show that there was significant decrease of the students' errors in certain aspects of Grammar and Vocabulary in translating Indonesian text to English. It was supported by the reduced errors made by the students in their translations between the pre test and the post test.

**Abstract no: 1340**

**Teachers' Need on Authentic Assessment for Writing Skills**

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Using authentic assessment in assessing students' writing skills cannot be avoided and the appropriate models of authentic assessment should be introduced to teachers. In order to develop the appropriate models, teachers' needs on the use of authentic assessment should be analyzed. This article aims to reveal the teachers' needs on authentic assessment to evaluate writing skills of junior high school students. This is a survey study and the data were collected through a questionnaire distributed to 40 junior high school teachers. The findings shows that (1) the teachers still get problems in assessing certain language functions and they need the appropriate model of assessing language functions, (2) the teachers get problems in implementing the various forms of speaking assessment and they need the appropriate models that incorporate various forms of speaking assessment, and (3) the teachers get problems in using some topics relevant to the forms of assessment and they needs the models of authentic assessment that use a wide variety of topics is assessing speaking.

**Abstract no: 1341**

**A Corpus-Based Study of Chinese EFL Learners' Acquisition of English Relative Clauses**

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English and Chinese relative clauses can be compared and contrasted in terms of the relativization formation, the nominals accessibility, the choice of relativizer, and so on. A large body of literature on the acquisition of English relative clauses by Chinese EFL learners has covered a wide range of research topics, from the causes insulating in defect mastery of English relativity, the topological differences between the two languages in relativity, to the verification of different hypotheses in relativity. However, most previous hypothesis-testing studies usually focus on one single hypothesis by means of elicitation. Based on an analysis of a Chinese learner corpus, supplemented by experimental results, this study investigates the interactive effect of accessibility and animacy on the distribution of different types of English relative clauses. The research findings show that the commonly- agreed higher frequency and accuracy in using subject relative clauses to object clauses is challenged when the relative structures are introduced by inanimate antecedents. Object relative clauses take predominant place because the direct-object relative clauses are easier to acquire with the higher animacy in the subjects. The findings are interpreted from language topology and working memory load. Such comparison and contrast will be helpful to Chinese English learners with their acquisition of the English relative clause.

**Abstract no: 1342****Teacher's Cognition in the Provision of Corrective Feedback: Case Study on Indonesian EFL Teachers**

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This presentation reports an in-depth case study of 6 Indonesian EFL teachers' cognition (thinking and thought process) during the provision of corrective feedback (CF) on first year student's essay writing. Data was collected using three sets of think-aloud protocols performed by EFL teachers (N=6) on 24 students and pre- and post-interviews. Think-aloud protocol is a protocol to collect the data of teacher's cognition in CF provision by involving teachers to verbalize their thought process as they are providing CF on first year students' essay drafts. This method is useful to collect the data of teacher's cognition which may not be Results indicate that teachers' cognition and actual practice of feedback provision vary and change during their participation in feedback provision activities over a period of time. Teachers change their focus and strategy of CF in the subsequent drafts corrected. The study also indicates mismatches between teacher's belief about CF and their CF practice (behavior). A number of factors play part, including teacher's belief, teaching context, syllabus, time limit, teaching and learning experience, and understanding of student. The findings suggest that teacher education should be re-evaluated to support EFL teacher's cognitive development and to improve the effectiveness of corrective feedback.

**LIST OF ABSTRACTS**  
**SUB-THEME 2**

**Abstract No: 2001**

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**Pre-Service Teachers' Experiences of Teaching Practicum: Issues, Challenges, and New Possibilities**

This paper reports part of findings of a case study investigating the complexities of a group of pre-service teachers' (PSTs) journey to becoming novice teachers during the teaching practicum as an important component of teacher education in Indonesia. The research project, situated in an Indonesian university, involved 10 participants of between 21-22 years of age selected by purposive random sampling. Data were gathered over a period of 16 weeks using in-depth interviews, from guided reflective journals, and from one focus group discussion. The article specifically addresses the issues and concerns raised by the participants regarding the quality of the teaching practicum they had experienced. This study reveals that the issues range from administrative problems, lack of professional mentoring support, to perceived 'abuse of power' the participants had during the practicum. To deal with the issues, suggestions are made to improve certain aspects of the teaching practicum. There is an urgent need to reform the management of the practicum within pre-service teacher education curriculum, to standardise the recruitment of mentor teachers, to build a strong school-university partnership, and to encourage stronger *sense of collegiality* during the practicum.

**Abstract No: 2002**

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**Challenges of Teaching English in the Knowledge-Based Era**

Globalization has changed the world rapidly. The rapid development of information and communication technology during the last few years brings us to the knowledge era. In this era, knowledge becomes an increasingly significant factor of the society. The knowledge era is characterized by multiple and competing agendas and priorities, diversity in ideologies, multiple roles, uncertainty, contradictions, and a great amount of energy and creativity. This condition gives influence on the dynamic of English language teaching. Teaching English depends on the expertise, skills and knowledge of English teachers. The role of English teachers recently has remarkably changed because of various factors like social, cultural, economic and technology development in the world. This results in various challenges faced by the English teachers. The purpose of this study was to analyse the challenges that arise in English language teaching, particularly in higher education. The writer investigated the challenges by studying many literatures related to the topic. Based on the study, it is found that there are five main challenges of teaching English in the knowledge era. **They are related to (1) changing in the Goal of Teaching English, (2) changing the role of English teachers, (3) integrating technology in English Language Teaching, and (4) engaging in life-long learning.** Hence, English teachers have to improve and update knowledge of teaching English to meet the demand of changing in the knowledge era.

**Abstract No: 2003**

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**An Investigation into Conceptual Metaphors Denoting Life in American and Vietnamese Short Stories from 1975 to 1991**

Metaphor has attracted the attention of scholars interested in language, especially rhetoricians and literary critics, for more than 2000 years. Traditionally, metaphor was viewed as a matter of language, as a set of extraordinary or figurative linguistic expressions only used in

literature with the aim to embellish discourse. However, cognitive linguistics presents a different view of metaphor, stating that metaphor, in its broad sense, is pervasive and essential in language and thought. It is defined as understanding one conceptual domain (target domain), in terms of another concrete conceptual domain (source domain). The concept of life has been one of the most common target domains, which is hard to fully comprehend without establishing a set of mappings, i.e. a set of systematic correspondences, between this undelineated notion and other better-known one. Therefore, this study attempts to probe into conceptual metaphors denoting life in American and Vietnamese short stories from 1975 to 1991 from the perspective of cognitive linguistics. Basing on a relatively considerable number of collected data, the author makes an investigation into the similarities and differences in the use of these conceptual metaphors in both languages, in the hope to contribute a part to the process of foreign language teaching and learning, and translation practice.

**Abstract No: 2004**

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**The Quality of English Classroom in Indonesian Madrasah and Its Contributing Factors**

This paper describes the quality of English teaching and learning in Madrasah Tsanawiyah, a type of junior secondary school, in two provinces in Indonesia and investigates background characteristics at school and teacher levels that are related to teaching quality. The school characteristics include the status of accreditation and the mean score of English national exam. The teacher characteristics consist of gender, age, and the length of teaching experience. Finally, the paper will draw some implications at the levels of policy and practice.

The dynamic model of educational effectiveness (Creemers & Kyriakides, 2008) is an effectiveness model to conceptualize teaching quality, which focuses on teacher instructional behaviors. The study involved 59 teachers from 57 madrasahs, in which classroom observation (five-point Likert scales) was used in measuring teaching quality. In addition to descriptive statistics, correlation analysis was employed to investigate the relationship between each background characteristic and teaching quality.

The observation suggested that their teaching quality is still low: the mean score = 2.01, SD = .350, indicating that teachers in general rarely practiced the observed activities. The Pearson correlation ( $r$ ) analysis showed that only the school national exam and the length of teaching experience were significantly correlated with teaching quality:  $r = .246$ ,  $p = .06$  and  $r = .301$ ,  $p = .03$  respectively. These findings suggest that teachers from schools having higher mean score of English national exam and experienced teachers have better teaching quality.

**Abstract No: 2005**

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**Evaluating Lexical Competence of Efl Students' Writing in Indonesia to Meet the International Standardized Essay Test: A Corpus Based Analysis**

The quality of academic writing has become an issue of urgent concern for EFL students who want to pursue their study overseas. It is not just about the well-written structure and its coherence feature of the writing, but the frequency of academic words used in the writing has been a focus of attention; in particular, to what extent it meets the requirement of an international standardized essay test, as a predictor of academic success. Meanwhile, a corpus of academic written texts has been used to

provide a very practical resource and it has been applied pedagogically to measure receptive and productive knowledge of vocabulary. This research, which profiles 100 essays (31,315 words) from students at Sampoerna University, intake 2016, examined active vocabulary items appeared in their writing. Lexical frequency profiling, a procedure to sort corpus-based frequency bands, was carried out using one of the Lextutor tools ([www.lextutor.ca](http://www.lextutor.ca)) to see the validity of the writing, to identify the band-based profile of the student's lexical competence, and then to align them with the passing grade of the international standardized test: such as IELTS. The result shows that Indonesian students seem to be successful in acquiring the most frequent 1000 and 2000 words (K1 and K2), but not on par with their vocabulary knowledge (K3). Therefore, it is strongly recommended to introduce academic vocabulary explicitly in any kind of English classes for academic purpose.

**Abstract No: 2006**

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**Teaching Mathematics to English Language Learners in a Multilingual and Multicultural Classroom: The Interplay Between Gestures and Mathematics Content**

In recent years, teachers in the United States are encountering an influx of immigrant students from different countries. Due to language barriers and cultural discrepancies, the concurrent teaching of language skills and academic subjects such as Mathematics brings a lot of challenges to teachers. Obviously, language alone is not adequate in the context of multilingual and multicultural classrooms, but learning experience should be supplemented with multimodalities such as gestures. Therefore, this study investigates the effectiveness of gestures in meaning making in ESOL Mathematics classrooms. To achieve this goal, the researcher participates in an ESOL Grade Nine Coordinate Algebra Classroom and explores how the teacher of this class used his gestures to make meanings in Mathematics. This study addresses the following question: How do the ESOL Math teacher's physical gestures become endowed with mathematical meanings to foster students' understandings in a multicultural and multilingual classroom? Using Systemic Functional Multimodal Discourse Analysis, the researcher analyzes the teacher's gestures through a corpus of three video recorded lessons. The results show that the teacher's gestures can be endowed with meanings and Mathematical concepts to enhance students' understandings. This enlightens multimodal pedagogic practices among teachers with multilingual and multicultural students.

**Abstract No: 2007**

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**Developing English Writing Materials Based on HOTS and BC for Culture Based Senior High School Students of Grade XI in Yogyakarta**

The fact that EFL literacy in Indonesia is still low especially writing skills as the complex receptive skills that need higher order thinking skills - a demanding skill on 21st Century learning, another implementing HOTS assessment is a paradigm of 2013 curriculum. Furthermore, the focuses of English text book for grade XI at systemic knowledge than schematic knowledge on a genre and socio-cultural aspect as the fifth skill to deal with learning EFL. Though, local culture and target culture as the standard for developing English materials which are published by BNSP. In addition, the unconsidering culture based senior high school in Yogyakarta on implementing a culture-based curriculum which proposed by education and culture official, led the researcher to conduct R and D which adapted by Gall, Gall, and Borg combined with Jolly and Bolitho in Tomlinson with

several modifications. The research aims are to identify the learners' need to develop culture-based writing materials based on HOTS and Blended Culture for culture based senior high school in Sleman, Bantul and Yogyakarta regencies for grade XI on science program as the subject of research. The instruments of the study are observation sheets, interview guideline, questionnaire for need analysis- evaluation materials-students response, self-assessment combines with peer assessment and teacher assessment. The procedure of the product development consisted of conducting need analysis, planning, panel discussion and consulting with the expert and practitioner, designing course grids, developing the first draft, implementing the final draft, and evaluating the final product. The product implementation consisted of first, second, and third try-out at 3 Senior high schools. The research finding obtained in this study that the developed materials are considered applicable and appropriate and categorized as very good.

**Abstract No: 2008**

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**The Use of Technology in the Classroom Activities: Pedagogical Competence View of an Teacher in Berau, East Kalimantan**

Although technology innovations have spread out to schools at North Kalimantan and have offered more media for teachers for their teaching and learning, in fact, the utilizing of the technology for language teaching needs further investigation to find out how far it would reflect teachers' pedagogical competence in classroom activities. Therefore, this case study was aimed to investigate the use of technology for teaching English in the classroom activities of an English teacher of Senior High School. The data were collected from classroom observation, interview and document analysis. The results showed that a teacher maximized the use of technology in a form of internet to search for authentic materials, brainstorm students, present the materials in a form of power point presentation. The teacher also used web assisted learning such as Youtube as a supplement to classroom and for delivering learning experiences. However, the results also indicated further challenges of using technology for language learning in classroom activities, such as insufficient technical support, heavy workloads, and difficulty to adjust on new curriculum. Therefore, it is important to support teachers' professional development in using technology as a tool in their classroom activities since it will provide more opportunities of English teaching outside the class and it will promote autonomous learners.

**Abstract No: 2009**

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**Analyzing the Students' Needs for Relevant Topics and Materials in English for Specific Purposes Class**

English for Specific Purposes (ESP) is a compulsory subject in the curriculum of Faculty of Language and Arts Soegijapranata Catholic University Semarang and is offered in the 5th semester. Following Evans (1998), ESP is referred to as English used in the academic studies or vocational or professional purposes. Hence, the topics and materials used in the teaching of ESP at the faculty so far are related to various studies or professions, such as English for the Medical world which includes the Language Functions and vocabulary used by doctors and nurses, English for Business and Economics, English for Science, Legal English and so forth. This study was conducted in order to find out the students' needs for relevant topics and materials other than what they had studied up to the time the research was carried out. The participants of the study were 37 students taking ESP in the second semester of 2013/2014 academic year. The data were elicited through the administration of questionnaires and interviews. The results indicated the needs for more areas of academic studies and

professions to be taught in ESP class in addition to what have been taught so far. Suggested topics were given as well as reasons for proposing them.

**Abstract No: 2010**

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**Needs Analysis to ESP Syllabus Design: The English Language of Engineering Students' in University**

In this era of globalization, English communication ability for engineers whose not natively language has become as important as their major related abilities. Need Analysis is an important step in term of developing curriculum and syllabus for different course. The purpose of this study is to find out the needs and wants required for effective professional communication in English writing and speaking proficiency for engineering students at Muhammadiyah University of Parepare (UMPAR), Indonesia. It is a obligatory subject three points course offer to all non-English majors, for which no specialized syllabus of the educational department and as a result different teachers would select different syllabuses, methods and textbooks based on their own beliefs and experiences. In this case what materials they need, their preferred styles, motivations and interest in learning English. Needs analysis through survey questionnaire was constructed and distributed to three different engineering faculties at UMPAR, the sample population consisted of Computer, electro and architect. 157 questioners were distributed. With the sources the data could get credibility and is expected to serve for ESP course development. This study suggests to revise the curriculum of the English Preparatory Program and syllabus designers to consider the importance of the students real needs and try to develop and design materials which can fulfill the present gap.

**Abstract No: 2011**

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**The Application of Project-Based Learning to Develop English Teacher Competencies in the Knowledge-Based Era**

Abstract: According to Spencer and Spencer (2003) competencies is an underlying characteristic of a person related to the effectiveness of individual performance in the workplace. In the knowledge-based era teachers' competencies both on content and English proficiency is a must. Teachers are expected to improve the learning process in the classroom and improve the quality of students as well. It means that the success of students depends on the teachers' competencies and these competencies should be built from time to time to ensure the teachers' progress. This study provides the concept of project based learning to develop English teacher competencies, both on content and English. Project based learning itself reports positive outcomes related to learners' learning progress in the area of content knowledge. By using this method, we can conclude and analyze the progress and quality of their learning, realize the problems and come up with suitable English teacher development solutions. This study also presents the example of application of the project- based learning to analyze and observe the teachers' learning improvement and finally presents the impact of this method on the teachers' learning progress, efficiency of the teachers' learning improvement and the development of their cooperation concept.

**Abstract No: 2012**

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**Multimodality, Multimodal Competence and the Teaching of English in Indonesia**

The New London Group has proposed the idea of multiliteracies as the essential literacy for this century. One essential part of multiliteracies is the ability to access, elaborate, and use different modes to communicate. This important skill is often referred to as multimodal competence. The paper discusses what multimodality is and why multimodal competence,

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that is the competence to have access to and the ability to elaborate and use different modes, especially verbal and visual, should be learned and mastered by Indonesian teachers of English. Using the data gained from questionnaire and classroom observation the paper presents the facts about teachers' understanding of how verbal and visual modes function in English textbook as an indication of multimodal competence. Following Royce (2007) the paper also elaborates and suggests the need to expand the idea of communicative competence to include multimodal competence as the competence that should be acquired and mastered by Indonesian teacher of English. The paper further offers insights into how this expanded communicative competence can be developed and employed by teachers in teaching English to their students. To support the discussion in the paper, Kress and van Leeuwen's (1996, 2006) theories on how to read pictures, Royce (2007) multimodal competence in second language context, and Chen (2010) on dialogic engagement in English textbook have been used as main references.

**Abstract No: 2013**

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**EFL Students' Perception on the Role of Target-Language Culture in CCU Class: A Case Study in Mataram University**

Students and lecturer have their own perceptions of what work best in classroom process, thus listening to students' perceptions can be a salient way in exploring the best environment in teaching and learning process. This paper aimed to find out the students' perception on the role of target-language culture in cross-cultural understanding class viewed from students' feeling, judgement, and prediction. This study utilized qualitative research in the form of case study as the research method. In addition, the subjects of the research were four semester students of Mataram University who take CCU course. The data were collected through observation, interview, and document Analysis then analysed by adopting interactive model (data reduction, data display, and drawing conclusion or verification). The results of the study show that: 1). Students feel enjoy when studying target-language culture in cross-cultural understanding course because they know new things about foreign culture, 2). CCU class give them advantages for completing the semester credit and prepare for their future, 3). Students believe that learning target-language culture can facilitate them to go abroad someday.

**Abstract No: 2014**

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**Developing a Naturalistic Sense of Lexicon and Grammar to Improve Communicative Competencies**

In English education, grammar and communication are treated as oil and water. The former is taught mechanistically, emphasizing rules and correctness, while improving communication abilities is done via organic processes, encouraging learners to actively exchange information and ideas. Since these are treated as two separate learning activities, learners have difficulties to develop a naturalistic sense of English competency, which results in learners making the same kinds of lexical and grammatical errors and to heavily depend on idiomatic expressions when communicating. A naturalistic sense is undeniably important especially because English and other languages do not have many features or grammar rules in common. For instance, Japanese learners try to understand auxiliary verbs only by comprehending rules without developing a naturalistic sense, and they rarely use auxiliary verbs such as —wouldl in communication settings. Therefore, their expressions are often unauthentic and unenergetic, if not wrong. The authors have undertaken a series of research to discover grammar teaching methods which could enhance communication abilities. The authors argue



that over dependence on memorizing grammar and vocabulary only leads to underdevelopment of communication abilities. Teaching the essence of grammar rules and vocabulary is sufficient to aid learners to develop their naturalistic sense of English competency. In this presentation, the authors are to demonstrate grammar teaching methods that minimize students' memorization yet maximize a naturalistic sense of English use. Developing a naturalistic sense of English competency is the key to mix grammar and communication.

**Abstract No: 2015**

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**Postgraduates' Paraphrasing Techniques: A Case Study at Social-science Faculties**

This on-going descriptive qualitative study aims to find out the typical techniques commonly used in essays written in Bahasa Indonesia by social-science postgraduate students in paraphrasing ideas from other sources which are mostly written in English, and to explore reasons for employing those techniques and difficulties encountered in paraphrasing other sources. Data are collected from the mid/final-term essays, questionnaire, and interview. Data from students' essays are analysed by identifying the techniques used by the students' in borrowing other people's ideas and by paying attention more closely on the changes between the original and the paraphrased ideas. This research contributes to the identification of techniques commonly used by social science postgraduates in their paraphrases and may lead to the identification of words in Bahasa Indonesia that are typically used in paraphrasing other sources.

**Abstract No: 2016**

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**Influence of Emotion: Classroom Environment, Content and the Learning Brain**

Many interrelated factors regarding students, classroom contexts and the powerful impact teachers wield, can significantly influence learning outcomes. Emotion has a substantial effect on decision-making, memory and impacts how, what and why we learn. Emotional variables have formerly been on the research agenda, such as Krashen's Affective Filter Hypothesis. More recently over the past decade, Mind, Brain and Education Science research (Tokuhama-Espinosa) has further advanced in the fields of emotion and affective neuroscience (Immordano-Yang) alongside the emerging subfield of Positive Psychology. Emotion is also connected to motivation along with the ability to cope with stress and negative feelings, which serves as the impetus to steer a learners thinking, enabling the retrieval of information and memories relevant to the topic or task. In order to foster positive emotion, teachers should essentially aim to create and manage a learning-conducive classroom environment and provide content that students can emotionally connect with. This supports working memory function, one of the most important factors for attaining information. The presenter aims to further elaborate upon the relationship between emotion and cognition in learning, leading to an outline of particular strategies and tasks in order to enable positive emotional experiences in classroom settings. Participants should be able to transfer this understanding to their own classroom situations.

**Abstract No: 2017**

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**Promoting teacher leadership for teacher effectiveness**

In the current climate of change and accountability teacher leadership has become an indispensable component of effective teaching and institutional growth. Present day English Language teachers are faced with the challenges of teaching innovatively and effectively. Since teachers are educational leaders they need to be aware of these demands and be equipped to handle these challenges inside and beyond the classroom. As effective teacher leaders impact student achievement, teachers continuously need to hone their leadership, interpersonal and communication skills. They also need to be encouraged, inspired, motivated and supported in order to bring out the best in them.

The presentation will be divided into two parts. The first part will focus on the importance of teacher leadership and outline the qualities of teacher leaders. This will be followed by a brief discussion of some major models of leadership. For example, the transactional, charismatic, transformational, situational, instructional and distributed leadership perspectives will be explored as these styles may impact on the teachers role and decision making processes.

The second part will discuss a few interpersonal and communication strategies which are essential for developing teachers as leaders. For instance, the issue of encouragement and mentorship for assisting and promoting teacher growth will be emphasized. In addition guidelines for teachers for building public speaking, presentation skills and strategies for developing the ability to conduct effective meetings will be provided.

**Abstract No: 2018**

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com*

**The Role of Idiosyncratic Knowledge Base in an EFL/ESL Teacher's Professional Growth**

The present paper examines an EFL/ESL teacher's potential in generating and developing his/her own knowledge base and theories of teaching and learning independent of the knowledge base manufactured by the 'experts' in those fields. It also makes an effort to pave the way for them to go beyond the edge and advance towards an innovation that deviates from simple, certain, controlled and established ways of teaching and conducting researches towards complex, uncertain and less-controlled ones. It scrutinizes how instead of simply testing, 'idealizing and reifying' the traditional, already established literature, an EFL/ESL teacher takes it as a point of departure in order to develop their own framework based on their practical experiences. The readymade professional theories and pedagogies are mostly generalizations- sometimes overgeneralizations- of the patrons of certain ideology to privilege a certain political or cultural group to place it over others. This usually sets barrier to an individual teacher's professional development since they are often set back from 'theorizing what they practice and practice what they theorize' denying his/her idiosyncratic knowledge base that is convincingly capable of helping him/her grow professionally. It also leads to denying the teachers' and learners' socio-politico-cultural faiths that mould up a person as a whole. However, this paper also recognizes the traditional knowledge base as the ground for individual teachers to leap off and advance towards innovation. Similarly, it also admits the fluidity of the individual teacher's newly developed theories.

**Abstract No: 2019****Change in College Entrance Exams and Washback Effects on Teachers**

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It is often found that students in Japan emerge from post-elementary education with minimal English communicative competence. In an effort to change this, the Japanese government is moving toward replacing current college English entrance exams with exams that have a more communicative focus, such as the GTEC CBT which is CEFR-aligned and uses task-based language teaching concepts, hoping that they will encourage stakeholders to emphasize building communicative competence and change the way English is taught and learned in classrooms. Under the noted circumstances, the current study was set to investigate whether the change to the exams would affect teachers, who are pivotal in determining whether washback occurs, in the ways the government intended. Approximately 200 Japanese secondary school English teachers completed a questionnaire about the current change to the exams and provided information such as their opinions regarding whether they think their teaching will change and classroom activities which they believe would increase. The data from the questionnaire showed that about 96% of the teachers favor changing their teaching style due to the current change to the exams. About 82% of teachers have a favorable opinion toward the current change to the exams, and a majority of the teachers believe productive skill focused activities would increase in their classrooms due to the change. In our presentation, we will discuss our interpretation of the data in relation to the government intended changes in learning and teaching.

**Abstract No: 2020****English Medium Instruction and the Integration of Language and Content**

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With increasing globalization, English Medium Instruction, Content-based Language Teaching and Content and Language Integrated Learning have become central organizing principles in curriculum development, pedagogy and assessment. While language teachers are increasingly required to become if not content experts so at least content savvy when teaching language through content, content teachers are increasingly asked to deliver their courses in English, potentially posing challenges to both their language level and their pedagogical tool kit. Given these developments, some programs opt for closer collaboration between language and content teachers in designing their syllabi, comparing teaching methods and drafting complementary assessment tasks. Depending on the administrative structure of the institution, background and learning objectives of students, as well as degree of teacher autonomy and collaborative readiness, various types of content and language integration may thus be desirable or feasible. To illustrate the range of options with their respective advantages and challenges, this presentation will focus on the development and implementation of content-based language classes at two universities in China and Japan. Classes include both independent academic skills classes as well as ESP companion classes in various disciplines. Based on document analysis of syllabi and learning outcomes, field notes from participant observation, and interview data from teachers and students, the presentation will provide a snap shot of the various factors influencing curricular decision-making, ways to adapt the program according to institutional requirements and available resources, as well as different approaches to evaluating the success of the program.

**Abstract No: 2021**

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**Creative Writing Activities in EFL Classroom to Promote Local Tourism Destination**

Teaching English as a foreign language in the knowledge-based era offers valuable challenges for both the students and the teachers to conduct creative and innovative activities. One of them is to produce creative and innovative writings. It is believed that these activities benefit not only for the sake of the students and the teachers in terms of developing writing skills of the students but also for the communities around them. Lack of natural resources in many countries at ASIA level makes many people do creative thinking to survive. Therefore, creative industries are growing rapidly nowadays. Tourism industry as one of creative industries grows in line with the need for revenue in one side and entertainment on the other side. As an academic community, the students assisted by the teachers can take part in promoting local tourism destination by producing creative and innovative writing and uploading the work on internet. In this current research, the researcher wanted to investigate how the students develop their writing skill by conducting creative writing activities. The researcher also wanted to investigate how the students support the government and the community in promoting the local tourism destination for many people around the world. Finally, the researcher wanted to investigate the Factors supporting successes and failures of these creative writing activities.

**Abstract No: 2022**

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**Utilizing Public Speaking Sequences from Islamic-Content-Ted Talks for Improving Stid Al-Hadid Student's Communication Skill**

In applying communicative competence that became the utmost teaching method in teaching English program, the lecturers found the fact that the students are apparently reluctant to speak and communicate their ideas confidently. It happens because they thought that they do not know what they are going to say and how they are going to say their ideas. By knowing these problems the lecturers then tried to analyse the sequences of Islamic-content- TED talks by applying discourse analysis theory and integrate those public speaking sequences from TED talks to STID Al-Hadid's students to give an understanding and also to improve the confidence and quality in delivering public speaking speech for the sophomore students who are majoring Islamic Communication & Broadcasting. For further, in order to master this skill, students are also expected to find noble ideas to be shared in their personal public speaking. This action research study then found out that having sharing the the sequences of TED talks, the student's public speaking productions are more organized and powerful moreover, the fluency and also the student's accuracy of the students could be controlled well.

**Abstract No: 2023**

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**Engaging Learners Who Lacked Interest: Action Research**

Engagement is an essential concept in learning as it contributes to the success of the learners in gaining knowledge, and further assists them in applying the knowledge in their life after completing their education later. The lack or absence of engagement in learning, therefore, should cause great concern: not only do the teachers have to expend extra efforts to achieve the instructional objectives, but the learners also gain very little in the classes as they fail to construct knowledge they need. The present paper reports the results of action research conducted to overcome the problem of poor learning engagement among tertiary students in the English Department of Unesa. They took the course called –Teaching

English to Young Learners (TEYL), which aimed to equip the students with relevant knowledge about how to teach English to children, but informal observation in the classroom during the first few weeks indicated that they hardly showed any interest in doing various learning activities. The root of this problem seemed to be their negative attitude toward children, whom they found anything but fascinating individuals. Such attitude definitely affected their enthusiasm in learning TEYL and created further problems: they made the learning atmosphere less conducive by using negative expressions or showing undesirable behaviors. These problems needed to be addressed immediately to improve their engagement and eventually their learning outcomes, so action research to overcome them began in the third week. A number of interventions were continuously done in the subsequent sessions, and the results showed they became increasingly engaged in the classroom due to higher interest in TEYL.

**Abstract No: 2024**

**Teachers' Reflection About Vocabulary Teaching at Junior High Schools in Semarang**

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Corson (1997) tells us that —words are only fully learned when they are available for active use (p. 699). The objectives of this study are to find out the teachers' perspectives about the vocabulary teaching in their classroom, and to find out the teachers' innovative in teaching vocabulary. The research design used was descriptive qualitative with 7 teachers from public and private junior high schools in Semarang. Writers used structured interview and FGD/Focus Group Discussion in gathering the data. Then, this research can give the findings as follows; 1) teachers feel that vocabulary teaching is very important in mastering English since students can speak and write more if they have more vocabulary, 2) teaching vocabulary should be integrated in the lessons, it means that when teachers teach any skills of English, vocabulary should be inserted as part of the lesson, 3) technique of teaching vocabulary most of teachers use the traditional technique that is finding the difficult words, repeat after me, question and answer in reading, but there is still less teachers use film, and pictures to develop students' vocabulary, 4) the media used in teaching vocabulary most of teacher do not maximize the internet or web, they frequently ask their students to look up the internet when they give them take home assignments, but only small teachers use the Medsos/social media, what's up, line, etc. The conclusion that can be delivered is that English teachers in Semarang especially junior high schools mostly have not implemented the alternative media in teaching vocabulary, they prefer having the conventional technique yet they lack of information and sources. Finally writers can give some suggestions like; teachers should upgrade their teaching methodology especially in teaching vocabulary, teachers should encourage themselves in using the technology to develop their knowledge in varying their technique in teaching vocabulary.

**Abstract No: 2025**

**Multiple Intelligences Based Diaries and Learners' Autonomy in Learning Vocabulary**

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This study examined the impact of multiple intelligences (MI)-related diaries and EFL university learners' autonomy in learning vocabulary as well as their English proficiency. The research involved 35 EFL university students in an English reading class at Vinh University in Vietnam. The study used mixed methods, including autonomy questionnaires, online diaries and interviews. Results indicated that was a significant improvement of learner's autonomy in learning new words in

term of learning process management, learning strategies and motivation. It was also found that there was a small correlation but significant between EFL learner's autonomy and their English proficiency test scores. The study recommends the use of MI- related diaries in English teaching and learning with some suggested considerations.

**Abstract No: 2026**

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**Deploy Mind-mapping Technique to Improve Students' Productive (speaking and writing) Skills**

EFL students in general, students at Ho Chi Minh City Industry and Trade College in particular are generally facing with the difficulties in productive skills, namely speaking and writing skill. It's undeniable that their production both orally and in written lacks of ideas, vocabulary, as well as the concept of coherence and cohesion. The notion of learning vocabulary is quite broad. Therefore, learning vocabulary is not enough for students to produce language effectively. In this presentation, I would like to introduce an eye-catching and effective technique which plays as a mean for students to enhance note-taking, to improve memory and problem-solving, to promote creativity, to organize thinking, and to develop ideas and concepts. Undoubtedly, once students master this technique, it would help students have a great improvement in not only memorizing vocabulary (mostly in phrases), which plays a crucial role in language production but also store them in long-term memory systematically. Furthermore, this presentation also shows how to apply this technique in speaking and writing and give plenty of examples to demonstrate both in hand-drawing and computer tools. Last but not least, the positive values the techniques bring to EFL learners.

**Abstract No: 2027**

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**Improving EFL Teachers' Competency in Linguistic Knowledge to Enhance EFL Learners' Spelling**

This paper discusses the necessity and significance of improving EFL teachers' competency in the essential linguistic knowledge bases required for them to teach EFL learners to develop their spelling skills. Research has shown that spelling is not merely a matter of rote memorization, but rather requires an integration of various types of linguistic knowledge, such as knowledge of phonemes, phonology, letter names, letter sounds, phoneme-grapheme correspondences, syllable types, phonotactics, orthography, orthotactics, morphology, semantics, and etymology.

Focusing on phonology, orthography, and morphology, this paper demonstrates how EFL teachers with phonological, orthographic, and morphological knowledge can help enhance EFL learners' spelling by exploring several target words analyzed according to their linguistic features. For instance, knowledge of five linguistic features is required to spell the word *stage* correctly, including knowledge of the following phonological feature: although sounded like its voiced equivalent [d], the unaspirated voiceless stop consonant sound [t] is spelled with *t* rather than *d*. Also, the now ubiquitous word *app* has three letters instead of two (i.e., *ap*) because there is an orthographic rule which stipulates that -lexical words always have at least three letters.¶ In addition, the morphological knowledge of the common suffix *-ate* (as in the word *activate*) will enable a speller to avoid producing such a misspelling as *procrastinetion*.

Numerous EFL learners encounter great difficulty in spelling English words. Faced with constant failure, they frequently end up abandoning their attempt to acquire English. It is argued that once they become better spellers, their confidence and interest in continuing to study

English will be significantly increased.

**Abstract No: 2028**

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**Framing Knowledge Exploration in the EFL Classroom (A Reflection on the Feedbacks in the Implementation of the T-Ex Approach in the teaching of Essay Writing)**

This research paper is aimed at sharing the knowledge exploration occurring in EFL classroom as the impact of giving feedbacks in the implementation of the T-Ex Approach particularly in the teaching of essay writing. T-Ex approach, which is originally called jeremiad approach, suggests three aspects namely text explanation which prescribes the identification and presentation of a certain given topic or issue, text examination that underlines the presence of possibly related knowledge toward the topic, and the text expectation that proposes the reflection and application of the knowledge-found into the ongoing context. As a qualitative research, this study involves students as the respondents to be interviewed after being taught using the approach and given feedbacks. The data are coded in the way of the grounded theory. The results reflect that the t-ex approach has led students to explore their heuristic intuition into a sort of an active self-enrichment and the given feedbacks have driven the students to both linguistic and cultural or value awareness. The students are challenged to search for more knowledge and cultural or values for a better and inspiring essay.

**Abstract No: 2029**

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**Filling The Gap on Recently Issue on Teacher's Questioning in English Foreign Language Context**

Review of some research studies dealing with teacher questioning in the past and recent studies was conducted. Traditional teacher's questioning in classroom context and its trend issue were analyzed in terms of quality, focus, and the questioning strategies employed. Although there were few methodological concerns about the studies conducted, treatment fidelity and replicability of the reported interventions are raised as issues needing attention in future research. Teachers play different roles when they ask different questions, and these roles significantly affect students' learning and there were few attempts to analyze students' responses to different types of questioning techniques. Across the reported studies, there was also a lack of consistency around the terminology associated with different kinds of questioning. The article concludes with discussion the openness chances for a more nuanced understanding of the relationship between the roles of teacher questioning and students' cognitive responses as well as of how teachers develop various questioning roles can be designed effectively and practically as filling the gap of the latest issues in classroom questioning.

**Abstract No: 2030**

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**ELT at Tertiary Level and Its Perspectives in the 21st Century**

We all know that the 21st century is known as Knowledge-based society, where knowledge is seen as one of the production factors along with technology. About two decades ago, the perspectives of ELT were not quite similar to the present day scenario as ELT was ESL then. The focus was more on imitating the native speakers. The age-old principles of 7Cs and 4Ss of effective communication now incorporate another set of 7Cs dealing with critical thinking, creativity, collaboration, cross-cultural understanding, communication, computing and ICT literacy and finally the career aspect. The global MNCs now look for globalized workforce.

Therefore, we can say that in the 21st century, ELT is not limited to obtaining the skills of LRSW. It touches upon the areas of cognitive development and therefore, the facilitators of ELT at tertiary level need to combine project-based approach and group teaching or group activities, which are useful for a candidate's cognitive development including the social skills or life skills.

At the same time, the facilitators are expected to be on the move continuously to teach the cyber-kids. The fast-paced development of technology is instrumental to introduce a range of new words as well. In fact, ELT is more technology based and moving towards virtual classroom. Hence, in this paper, I would like to explain in detail the above mentioned approaches of ELT in the knowledge based era.

**Abstract No: 2031**

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**Using Comprehension Monitoring Tasks to Design Knowledge-based EFL Reading Material**

Reading for meaning making and whole text representation is a pedagogical objective all EFL/ESL teachers hope to attain. However, many EFL/ESL learners seem to struggle with such higher-order comprehension skills. The reasons for failure can stem from insufficient word decoding skills or vocabulary and syntactic knowledge or inferential skills or whole text representation skills or a combination of these skills. A diagnostic that can be used to identify struggling readers and also to help them develop whole text comprehension skills is the use of comprehension monitoring tasks. Such tasks are designed by deliberately incorporating text anomalies to identify which skills readers fail to use to gain whole-text representation that requires assimilating new with old information.

This paper will discuss the method of developing of comprehension monitoring tasks with varying levels of task complexity. The tasks can be used by junior, secondary and high school teachers. Hence, the paper will demonstrate examples of preparing knowledge-based EFL reading material in the digital era. So, the tasks can also be used digitally with answers linked at various levels of difficulty from lexical, syntactic, propositional, background knowledge to text organizational knowledge. The materials for developing reading skills will be for a knowledge-based era that Asia TEFL is currently experiencing and can also be used globally by English teachers

**Abstract No: 2032**

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**Designing an ESP Course Syllabus for Students of Accounting Department Based on Need Analysis**

The main objectives of this research are to find out the English need of the students of the accounting department at Islamic State University of Alauddin Makassar (UINAM) in learning English and to design an ESP course syllabus as a proposal for the institution which is expected to fulfill students need in learning English. This research employed a descriptive method in order to provide the detailed description of the students need. In the collecting data, the researcher applied questionnaires and interview as research instruments. The purposive sampling was used for this study which includes 65 students from the fourth semester of this department and 5 fresh graduates which worked in the different place for questionnaire distribution, 2 lecturers and a stakeholder for interviews.

The result of this study indicates that students mostly needed two skills in learning English. First, speaking skill that is used to communicate in English and it is useful for them to increase their competence in the job after graduating from university. The second is writing skill which is essential for accounting students to write things that relevant with their job



later as accountant supposed to be. The information of this research result based on students needs might be used as the guidance for the lecturers as course designer into designing appropriate an ESP course syllabus for accounting students.

**Abstract No: 2033**

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**Identity and investment in the learning of EFL**

In the quest for successful pedagogy of EFL, the notion of identity, autonomy, and agency has much been studied particularly with robust theoretical supports from socio-constructivism. However, there has been little on how such studies may practically contribute to the enhancement of English language pedagogy in this digital era. The presentation is aimed to fill the void by presenting the findings of a study aiming to describe EFL learners' narratives revealed through interviews. Within the presentation, the background of the study will firstly be presented. The presenter will then elucidate theories and elaborate previous researches underpinning the study to provide solid grounding. For further, a model of investment created by Darvin and Norton comprising of identity, ideology and capital is discussed and explained in terms of how the model was employed as a framework for this naturalistic investigation. The presentation will continue with how data were collected and analysed. Even though a survey was preliminarily done to 210 participants, the aim was to generate issues on factors influencing identity and investment of EFL students within three multidisciplinary cohorts of participant. Nevertheless, thick description was primarily obtained from the result of interviews to 6 participants of the population by using purposive random sampling. The finding was addressed in light of Darvin and Norton's model of investment in elaboration with previous researches and studies. While the implications were drawn in the form of descriptive pedagogic condition required for effective investment of EFL learning.

**Abstract No: 2034**

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**Designing ESP Course Materials Based on Critical Pedagogy Praxis for Students of Early Childhood Education at Tanjungpura University - West Kalimantan**

Inserting Critical pedagogy praxis in the teaching material will support the establishment of good memories for the young learners to pass through their childhood and enlighten their future which are the essences and nature of learning with critical pedagogy. Such teaching materials may also empower both teachers and learners to unveil underlying cultural values of their educational setting which are necessary to encourage them to be the agents of transformation in their society in the future and also help them to develop to be responsive active learners in their learning. Despite the significant importance of these issue, little attention has been given to the development of English for specific purpose materials with critical pedagogy concept especially for students of early childhood education program. This study attempts to offer a model for ELT materials development based on critical pedagogy praxis, particularly on the concept of local context and culture. The study indicates that the teaching materials offer ways to help teachers of early childhood education to introduce English to young learners as well as developing a sense of critical consciousness on the learners about their culture and the society. The study could be helpful for both teachers and teaching material developers in developing and critically evaluating ESP materials with Critical Pedagogy content. Subsequently, the study may also contribute to students of early childhood education to be more critical on their role as the teachers of young learners.

**Abstract No: 2035**

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**The Impact of Smart Phones on English Language Learning: The Perceptions of EFL Undergraduates Students in STKIP PGRI Tulungagung**

Researchers across the world are examining the educational value and effectiveness of integrating the latest electronic gadgets with teaching-learning activities in the classroom. In spite of the availability of latest electronic gadgets like iPods, tablets, and smartwatches, researchers are more interested in the educational value of the Smart phones for the teaching-learning of English. In a technologically advanced country like Indonesia, the third and fourth generation (3G, 4G) smart phones devices are available at affordable prices, and people of all streams find it necessary to own a smart phone for connecting with their friends and relatives. Moreover, it has become a new trend among undergraduates students to carry a smart phone to the classroom as well. They have the latest smart phones with a lot of applications that support their study and hobby. The present study examines the impact of smart phones on students' English language learning. A field study was conducted on fifty-two undergraduate male students majoring in English language and literature at STKIP PGRI Tulungagung, East Java. The methodology of data collection included a self-report for students and a teacher questionnaire. Findings of the study are significant for EFL teachers and researchers for introducing innovative methods and resourceful materials for the English classroom.

**Abstract No: 2036**

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**Investigating Self Professional Development in Teaching English: The Case of English Lecturers' Role as Model**

With Self Professional Development being one of the key factors determining in Foreign Language Learning, strategies in developing English professional lecturers should be seen as an important aspect of improving English lecturers' role as model. However, empirical investigations focusing on self professional development are scarce in EFL research, with one exception being Hismanaglu's (2010) study carried out in Japan. This study was done through a survey to 30 EFL lecturers of STKIP PGRI Tulungagung and State of Islamic Institute of Tulungagung, a small district in East Java –Indonesia, in order to get underlying basis of making a decision on improving efforts for the sake of creating English Professional Development lecturers who are influential toward the success of English teaching and learning process. The instrument- a questionnaire including three open-ended questions was developed in accordance to reviewing some related research articles about professional developing. This study reveals that to be a professional English lecturer, one should develop three professional efforts namely continuing professional degree, having professional teaching competence in certain field of EFL, conducting International Standardized tests regularly (written & spoken proficiency).

**Abstract No: 2037**

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**The Application of Constructivism to Teach EFL with Mobile Technologies**

This study specifically examined the effectiveness of constructivist view of learning to teach EFL using a variety of emerging technologies, from voice recognition to web-based learning. In addition to the use of smartphones and tablet PCs, we chose the two most advanced technologies in Japan such as Globalvoice CALL software (speech recognition), ATR CALL Brix (e-learning for TOEIC), and other online materials related to the study of language and culture.

The study began in April 2016 and ended in January 2017, targeting 27 Japanese undergraduates. The students were exposed to the following training: (1) viewed online TED Talks using iPads and smartphones, wrote a 300-word summary for ten weeks, created PowerPoint presentations of their summaries, and sometimes discussed their summaries with native speakers of English from the U.S.A. ; (2) produced and presented movies on world religions; (3) used Globalvoice CALL speech training software and online ATR CALL Brix for learning TOEIC ; and (4) engaged in additional interactions and discussions throughout the duration of the course.

Results of the study revealed that the training program had assisted the students in improving their English proficiency during the 10-month period, from a mean TOEIC score of 623 (SD,132) to 784 (SD,87). Additionally, pre-and post-questionnaires administered to the students at the beginning and end of the training period to help evaluate the effectiveness of the program and indicated that the students were satisfied with the training program incorporating m-learning. Whoever improved the TOEIC scores tended to be more autonomous learners.

**Abstract No: 2038**

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**The Study on the Relationship Between English Self-concept and English Skills**

The aims of this research were: (1) to describe the English self-concept and English skills (2) to find out the contribution of English self-concept toward English skills. This study was conducted through quantitative approach by using questionnaire, comprising 20 close-ended items related to student's self-concept constructs derived from primary and secondary sources of literature. The Cronbach's alpha was used to examine for the reliability on the questionnaire. Subjects consisted of 14 third-year university students of Faculty of Letters, Christian University of Indonesia. In analysing the data, both descriptive and inferential statistics were used to analyse the data. The findings of this research showed that English self-concept and English skills are positively and significantly correlated. It means that English self-concept contributed students English ability should be increased to ensure high English skills among students consisting of Speaking, reading, writing, and listening. It is therefore essential that English lecturers, counselors, parents, and indeed all stakeholders of educations should think it as a task to consider this self-concept of students since it has an influence on the development of positive self-concept among students when dealing or interacting with them. In addition, they must be able to motivate students to increase their self-concept and to motivate them in their day-to-day learning English, especially speaking, writing, reading and writing since such effort improve students' English skills significantly.

**Abstract No: 2039**

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**Students' Reaction to Teachers' Feedback on Weekly Journal Activity**

The aim of this study was to investigate students' reaction to teachers' feedback on weekly journal activity. The subjects were seven students in final year that enrolled at English education department of Universitas Muhammadiyah Yogyakarta. This qualitative research used in-depth interviews to collect the data and coding method to analyze them. The results revealed that the students had received appropriate feedback which gives them significant advance on writing an essay. For example, the students could write vivid and precise content, the students were able to write the idea by using accurate grammar, and the students could be more cautious to pay attention simple rules on writing, such as giving period, and putting uppercase at the beginning of the paragraph. This study also illuminated the reaction of the students when they obtained unusual

feedback, such as the teacher used Javanese language on delivering the feedback. To make this study was more comprehensive; this study also provided what types of feedback were preferred by the students. Mostly, the students preferred if the teacher gave written feedback by putting oral feedback as additional.

**Abstract No: 2040**

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**Designing a Prototype of Graded Readers as Supplementary Reading Materials for Upper Young Learners**

Since 2015, Indonesia has been implementing the 15-minutes reading activity called literacy program, in which high schools students are required to read non-lesson texts for 15 minutes everyday, in a hope to increase children's reading ability and awareness. The program is yet to be implemented in elementary schools and it gives an opportunity to develop supplementary English materials to support the program, maintain the quality of English language teaching, and to motivate learners to learn English independently. The expected product of this study is a prototype of graded readers named Young Elephant, a set of class-readers developed for Grade 5 students of public elementary school or children age 10-12 whose exposure of English is limited to school hours. It was developed by using Research and Development (R and D) models of ADDIE with five stages including Analysis, Design, Development, Implementation, and Evaluation. The product is in post-production phase and is yet to be validated and tried out. Young Elephant offers three main levels of reading namely Word Up, Grammar Check, and Read Away to cover the reading ability in word and phrase level, sentence level, and text levels. Word Up offers both discrete and contextual words and phrases learning including spelling, rhymes, and thematic words. Grammar Check contains exposure of contextual tenses, repetition, and sentence types. Read Away, designed under the principles of CLIL, offers topic-based short functional and descriptive texts. The prototype is presented both in the form of printed materials and digital.

**Abstract No: 2041**

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**Assessing Needs of English: A Preliminary Study in Designing English Training Materials for Operator– Leader Level in PT. X**

Becoming multinational company, foreign language skill is now required for all level and functions in PT. X including leader level in the shop floor. In order to facilitate the need, language training material design is required. This paper is a need analysis of English Language Training for Operator – Leader level at PT X. the objective of this study is to figure our appropriate English training materials for operator – leader level employee in PT X. Job description, their daily activities, and working process input and output are used as information source to define the need of material for the design. The data are gathered through analysis and interview done with leaders and specialist staff (the one supervising operators and leaders on field) as the interviewee. The result of this analysis shows the list of the needed genres and other linguistics features needed by that level, among others: descriptive, procedures, report; in a context of delivering presentation, giving explanation, job instructing and having cooperation with the next processes customers; covering the technical vocabularies like: machine' part, materials, specifications and others. The result of this paper can be a suggestive idea for the next study to arrange that information to specific language training program for operator- leader level training participants at PT. X.

**Abstract No: 2042**

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**On Being A ‘Translator’ in ESP Classes; ESP Lecturers’ and Students’ Perceptions**

Being an ESP Lecturer is a challenging job as students come from non-English departments having less experiences in learning English than English department students. This makes some teachers need to employ considerable efforts in playing his/her role as a ‘translator’ in the classroom as the students need to complete the assignments given by the lecturers. This study tried to investigate how ESP lecturers and ESP students see ESP lecturers’ role as a ‘translator’ in ESP classes. The researcher used two instruments which were audio recording and interview guide for both the students and ESP lecturers. The study showed that students only ask their ESP lecturers to translate if the ESP lecturers offer their helps, while the ESP lecturers think that being a ‘translator’ is not a role they encounter everyday in ESP classes due to several reasons. The researcher hopes that this study will shed some lights theoretically in the body of knowledge of English for Specific Purposes (ESP) and in the improvements of teaching English Specific Purposes practically.

**Abstract No: 2043**

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**Sociocultural Approach for Developing EFL Teachers’ Pedagogical Knowledge Competence: What’s at stake?**

Any teacher professional development program surely aims to develop teacher’s competence, including knowledge competence, from their current level to higher level. With this in mind, Sociocultural approach in teacher education offers strategic ways to achieve the aim through social shared activities during teaching with members of school community and through various meditational tools. Using this approach will equip teachers with ability to internalize the social-shared activities and to construct new knowledge of particular aspect of teaching. This paper is aimed at revealing how Sociocultural approach through meditational tools such as dialogic video protocol, critical groups discussion, peer coaching and interview contribute to the development of pre-service EFL teachers’ pedagogical knowledge competence in implementing Genre-based instruction. The subjects of the study are two student-teachers doing their teaching practicum at a junior high school in Salatiga, Jawa Tengah. The research instruments used are dialogic video protocol, critical group discussions, peer coaching, and interview triangulated to reveal how interactions between pre-service teachers with their peers, with their mentor teachers, and teaching practicum supervisor help them construct new knowledge on Genre-based learning. The result shows that such social mediated learning helps them construct their knowledge on how to implement genre- based instruction appropriately in the real teaching context. This study is useful for both pre and in-service teachers to always make sense of their teaching to improve their practical knowledge and skills; for teacher-educators to develop their student-teachers’ pedagogical knowledge and skills; and subsequently for all them to develop their professionalism.

**Abstract No: 2044****Colloquium: Language Teacher Education in Asia**

*Chair: Willy A  
Renandya*

*Speakers:  
Suwarsih Madya  
(Indonesia),  
Masaki Oda  
(Japan),  
Quah Seok Hoon  
(Malaysia),  
Pragasit Sitthitikul  
(Thailand),  
Le Van Canh  
(Vietnam)*

The colloquium brings together language education scholars from a number of countries in Asia (Indonesia, Japan, Malaysia, Thailand and Vietnam) to discuss current issues and challenges of language teacher education in their respective countries. Each speaker will highlight recent developments that have important bearings on language teacher education, discuss how these developments have impacted the curricula and pedagogy at the pre- and in- service levels, and how language teacher education institutions cope with these developments. Each speaker will also share exemplary practices that bring about positive changes in the design and implementation of language teacher education programmes in their countries. During the colloquium, participants will be invited and encouraged to contribute to the discussion and share their thoughts on issues raised by the speakers. Questions that the panel will address include:

1. How would you characterize the current state of affairs of English language teacher education in your country?
2. What are some of the most important policy initiatives in the past few years that you feel have had a significant impact on language teacher education?
3. Are English teachers in your countries well-equipped to prepare students to use English for international communication?
4. Can you share some best practices in the teaching of English in school?
5. What do you see are some major obstacles (funding, infrastructure, human resources) to introducing innovations in ELT in your country?

**Abstract No: 2045****Inquiring Language Awareness of TEFL Master Students in Advanced Grammar Course**

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Knowledge about language or Language Awareness (LA) is an inevitable qualification for any language teachers. Precisely, it is stated as the 'missing link' in language teacher education. To discover this phenomenon, the present study aims to explore LA of TEFL master students in Advanced Grammar Course by addressing two research questions, namely: 1) how is the use of explicit knowledge by students in the Advance Grammar Course? and 2) what types of metalanguage and terminology are used by the students? The subjects are 25 graduate students of TEFL Master Program in Semar University. This study applies the qualitative case-study design. The findings indicate that 1) the students can use their explicit knowledge properly while working on papers; however, they struggle to recall it while taking their exam. Meanwhile, 2) most of the metalanguage used by the students is technical which contains opaque grammatical terminologies. Time allowances and experiences to access their knowledge become the main factors which are responsible for these findings. Furthermore, several implications of this study towards grammar learning will be discussed as well.

**Abstract No: 2046****Field Trip and Small Group Discussion in Enhancing Writing Descriptive Text**

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Learning can take place everywhere, not only in the classroom or in the school environment. Field-based learning has long been used by teachers to enhance students learning. Further, Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. The need to develop an effective environmental education program ranks as one of the major challenges facing education in the next

decade. This paper is focused on analyzing the effectiveness of field trip on students' writing descriptive text for a group of 30 students of fourth semester of FKIP UIR Pekanbaru in academic year 2015/2016 who were selected by using cluster sampling. The data were collected by giving test (pre-test and post-test) This study was used experimental research, used factorial design 2X2 and analyzed by two ways ANOVA. The normality of the test was analysed through Liliefors while homogeneity of the test was analysed through Barlett Technique. The study was conducted over 10 teaching periods. The instruments used in this study were lesson plans and writing descriptive text tests (pretest and posttest). Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that the students' ability in writing descriptive text increased significantly after learning with field trips and small group discussion.

**Abstract No: 2047**

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**Internationalizing Local Wisdom Content of English Language Teaching Materials**

Every nation has different education systems. In spite of this, such differences end in attempts to develop knowledge and competence. In Indonesia education system, national character building has been underlined to be the core of human resource development along with developing national competitiveness in entering a global living. This is important to prepare Indonesia golden generation to 2045 indicated by competitive and high quality human resources. In this connection, learning resources and materials of English would affect to determine what and how Indonesia is in the global community.

Local wisdom content may be referred to as learning resources of English materials that could develop, not only students linguistic (and communicative) competence of English, more importantly their sense of socio- cultural responsibility according to character standards. This is relevant to the objective of national education; that is, to develop students' knowledge based competence supporting technical skills along with national characters. However, such ideal objective seems difficult to attain due to foreign-dependent learning resources that many English teachers often rely on. Besides, students' learning success has often been measured through their ability to express English in foreign ways to communicate leading them to disregard their local norms, values, and cultures.

This paper will discuss an attempt to internationalize local wisdom content as learning resources in enriching English teaching materials aiming at integrating students' competence with appropriate character values. This paper will also suggest how teachers should manage English materials containing such local wisdom into attractive ICT based media.

**Abstract No: 2048**

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**The Teaching Learning Process in Classroom Activity Through Cognitivism in Grade 7 SMP Wahid Hasyim Pekalongan**

Students are expected to be able to speak up when they receive the materials of English lesson. It becomes the essential concerns of how the teacher implemented the teaching techniques and the language bridge used inside classroom. This analysis aims to describe (1) What techniques are used by the teacher in the classroom activity and the influences of students' achievement especially on speaking, (2) The cognitivism relationship on the students through learning activity related with their ability, (3) How to face the students difficulties in line with the interaction in the classroom using English language. This research is qualitative where the findings is about descriptive qualitative from the observation and the

teacher's interview. To support the observation, recording the classroom activity is needed for collecting the data. The findings show that CLT is the appropriate approach to be implemented in the school where there are the students who used Javanese language as the mother tongue. Game can be applied to improve the speaking ability of the students through the difficulties and the cognitivism approach is as scaffolding of how the way the students maintain the old knowledge on their brain and the new knowledge which is receive from the teacher to achieve and provoke the assignment.

**Abstract No: 2049**

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**Medium Courses**

Increasingly throughout Asia, universities are implementing more English-medium courses, resulting in challenging expectations being placed on students, and also faculty members who are responsible for teaching content through English. This implementation of English-medium instruction can be successful if the context of the course, the interests and needs of students and teachers, and the relevancy of materials and technology are considered. In this presentation, participants will be reminded to reconsider the basics of curriculum design: needs assessment, development of appropriate goals and objectives, and professional development, all of which guide the development of curricula. Against this backdrop, participants will discuss how English- medium instruction, authentic materials, active learning, the "flipped classroom", and lecture style courses all have their place in an integrated curriculum. The challenge is striking the right balance between all of these approaches in order to provide the most relevant and effective educational experience for our learners.

**Abstract No: 2050**

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**Gender Inequality in the East Asian EFL Textbooks: A Corpus-Based Comparative Analysis of Gender Representation among Japan, Korea and China**

Gender equality in education is one of the imminent issues to be tackled in this global society and its citizenship. Not only equal educational opportunities between boys and girls but also gender representation in materials play an important role for students to establish their gender norms, values and ideologies. This study aims at uncovering gender representation as a hidden curriculum in the present EFL textbooks in the East Asian three countries; Japan, Korea and China. The criteria examined include male-to-female ratios, titles of address, common attributes and types of activities associated with men and women. Besides general methods of analysis employed in many previous studies, corpus and software analysis are applied; frequency counts, collocation, and concordance analysis with AntConc. In addition, there have little comparative textbook studies in the EFL context. The findings reveal that while the degree of gender disparities varies in textbooks, the forms of female invisibility and traditional stereotypical images are still prevalent in these countries. Especially, the EFL textbook in China strongly shows the gender- biased representation of renowned historical figures, scientists, sports players, and musicians. In order for schools not to reinforce and instill gender biased assumption, it is considerably important for writers, publishers and teachers to depict carefully the social status of women and their social contributions in textbooks.



**Abstract No: 2051**

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**Words of Crime: A Sample of Knowledge-based EFL Materials**

As well as the knowledge of such areas of law as civil law, criminal law, constitutional law, administrative law, business law, and many others, it is also necessary for the EFL learners of law students to have the knowledge of crime, because this knowledge is closely dealt with the criminal law. For this reason, it is certainly important for the EFL teachers to help them understand this knowledge easily. Concerning this essential knowledge for law students, this paper then proposes a sample of knowledge-based EFL materials development for law students. Concerning this proposal, it firstly presents an understanding of crime. In addition it explores such linguistic feature describing the word of crime as type of crime, criminals, punishment, and others related to crime. In order that the EFL teachers can easily assist the EFL learners to master the knowledge of crime, finally this paper presents its discussion on how to develop such words of crime into knowledge-based EFL materials for teaching in the classrooms.

**Abstract No: 2052**

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**L2 Exposure Environment, Teaching Skills, and Beliefs about Learners' Out-of-Class Learning: A Survey on Teachers of English as a Foreign Language**

Foreign language exposure has been evidently assumed efficient for learners to help increase their proficiency. However, to get enough L2 exposure in the context of learning English as a foreign language is not as easy as that of the first language learning context. Therefore, beyond the classroom L2 exposure is helpful for EFL learners to achieve the language tasks. The study aimed to investigate EFL teachers' teaching skills and beliefs about students' out-of-class activities in different L2 exposure environments. This was a survey for 80 EFL teachers from Senior High Schools in three regions of two provinces in Indonesia. A questionnaire using a four-point Likert scale was distributed to the respondents to elicit data. The questionnaires were developed by referring to constructs of teaching skills and beliefs about out-of-class learning. The internal consistencies for those constructs were examined by using Cronbach Alpha. The data of the study were analyzed by using SPSS program, i.e. independent sample t-test. The results revealed that there was a significant difference in the scores for NNESTs' teaching skills in urban regions (M=34.5500, SD=4.24838) and those in rural schools (M=24.9500, SD=2.42794) conditions;  $t(78)=12.408$ ,  $p = 0.000$ ; and there was a significant difference in the scores for NNESTs' beliefs about students' out-of-class activities in urban schools (M=36.9250, SD=6.17434) and those in rural regions (M=29.4250, SD=4.56793) conditions;  $t(78)=6.176$ ,  $p = 0.000$ . The result suggests that different L2 exposure environments really do have effects on teachers' teaching skills and beliefs.

**Abstract No: 2053**

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**Yogyakarta (Indonesia) EFL Teachers' Conceptualizations of Pedagogical Content Knowledge (PCK) as Represented in Their Instructional Curriculum Design**

Curriculum changes in Indonesian schools have assigned a central role to Indonesian EFL teachers to act as effective instructional curriculum practitioners and adapters. This present study examined Indonesian EFL teachers' conceptualizations of pedagogical content knowledge (PCK) (Shulman, 1987) as represented in their instructional curriculum design. Combining Shulman's (1987) PCK with Graves's (2000) framework of course development processes, and Graves's (2008) model of a dynamic system of curriculum development, the inquiry examined EFL teachers'

conceptualizations of PCK in terms forms and strategies of knowledge transformation, and pedagogical concerns as reflected in their instructional curriculum design. A qualitative multiple-case study involving purposive within- and cross-case sampling technique (Miles, Huberman, & Saldana, 2014; Stake, 2006; Yin, 2014) was employed to select six EFL teachers; three experienced and three inexperienced teachers of public junior high schools in the Special Province of Yogyakarta, Indonesia. Sources of data including instructional curriculum design assessments and pre-lesson semi-structured interviews were collected. The findings highlight the macro and micro patterns of the teachers' conceptualizations of PCK in five processes of instructional curriculum design. In addition, the study sheds light on the influence of the National Examination as part of educational context to the teachers' conceptualizations of PCK. Implications of the study address the need to accommodate follow-up actions to improve teachers' transformation process for designing their instructional curriculum in pre- and in-service teacher training programs.

**Abstract No: 2054**

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**The Use of SFL in Analysing EFL Speaking through  
Mobile Messaging App**

This study is aimed at investigating how SFL-based genre analysis which is a system of social processes to constitute a culture, can be applied in teaching speaking especially in what the students' responses towards the implementation of the genre-based approach. It presents the findings to evaluate the teaching speaking and developing Thai EFL speaking skills, also proposing a recommendation for further research and a learning model based on the research findings to create a better teaching.

The research result shows that the teaching speaking skills through genre-based approach for the 2nd year students at NRRU, Thailand has been optimal. Since the topics discussed in class are less attractive, the students' exercises in class are also less varied, and the students have not been motivated optimally to practice speaking skills, the phone application for instant communication is introduced and used as a tool to motivate students' speaking. A genre analysis is used to conduct how participants' speaking can express the content of the text, the roles of participants within the text, and the text organization. Thus, after analyzing, teachers can discuss with their students to provide explicit genre instruction.

**Abstract No: 2055**

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**Exploring Linguistic Theory Behind Vocabulary Teaching**

The teaching of vocabulary, the basic unit of language studies, is not an easy task; it requires an understanding of linguistic theory, both micro and macro linguistics. This article is an attempt to explore the theoretical basis behind vocabulary teaching through pictures and discusses the position of linguistic theory in language teaching. While vocabulary has been considered one aspect of language and is basic to language study; the teaching of vocabulary includes some of the following characteristics. They are, some other things, sound production, spelling, grammar, classes, and semantics. The discussion is limited to the semantic aspect of vocabulary; especially the theory of semantics the teacher relies on. Within the study of meaning, a great many theories are recognized; these include Triangle – Semantics theory, componential analysis theory, theory of language use, e.g. speech acts, sociolinguistics, pragmatics, and psycholinguistics. The focus in this article, however, is on the Triangle – Semantics Theory. This article is supported with some sense data gained from teachers of English. The information is gathered by means of interview and observation in the classroom. Data analysis and interpretation of findings indicate that most teachers do not realize that they

are relying on semantic theory when teaching vocabulary; the Triangle-semantic theory.

**Abstract No: 2056**

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**The Competence of English Teachers in 21st Century Learning and Curriculum 2013 : An Indonesian Perspective**

The 21st century with the speed of high technology which creates no boundaries among people in different countries around the world requires people with communication intelligibility. Globalization has entered in almost our dimension of life. It has entered our life in economics, politics, technology, culture, sports, etc. As a result, the need of English mastery has increased dramatically. Teaching of English has become more prospective than before. This has been anticipated in the new curriculum called curriculum 2013. The theme of curriculum 2013 development is to create a productive, creative, innovative, and affective students through integrated attitude, skill and knowledge. It is said to be the learning characteristics of 21st century. To achieve the aim, the qualified teachers are needed. It's not an easy task since there are still problems found concerning the teachers. This paper attempts to highlight the relation among 21st century learning, curriculum 2013 and English teachers, the problems concerning the English teachers in Indonesia nowadays, and things be done to solve the problems. Library research is conducted in composing this paper. The data used are secondary data drawn from multiple published sources such as books, journals, articles, newspapers, websites, etc.

**Abstract No: 2057**

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**Developing Leveled Reading Materials: Bridging Proficiency Gap**

This paper discusses preliminary findings of on-going research project whose end goal is to develop leveled instructional materials for teaching reading in junior secondary school. While grading is often found in reading input provision, the study worked on task grading, which allows learners to self-select reading tasks or activities that go with their proficiency level. The participants in this study were 165 students and 9 English teachers of 5 junior secondary schools in Yogyakarta. To attain the objective, the research discussed in the paper had completed several steps. First, students' needs and wants related to the teaching and learning of reading as well as teacher's perception on the students' needs and wants were investigated using trialed questionnaires. The investigation described the students' self-knowledge about macro- and micro-skills they need from reading class and how they want their reading class is run. Next, the results of needs survey were analyzed. The analysis revealed the students' preference on skills, input, procedure, and setting for reading lesson, as well as teacher's and learner's role during the lesson. Later, following the analysis result, course grid was written, based on which, first draft of reading instructional materials was developed and has now been under evaluation by an expert.

**Abstract No: 2058**

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**English Language Teachers' Professional Development: A Qualitative Study**

This study explored issues on teacher professional development (TPD) policies and practice. The first issue I examined is whether or not the maintenance of EFL teachers' second language and ICT skills was discussed in TPD policy and implementation documents. The second issue is whether or not those TPD documents were effectively implemented or not at the school level. Lastly, I investigated the perceptions of EFL teachers and stakeholders on TPD concepts, policies, and practice. It was found that the needs for EFL teachers to maintain their English proficiency

and ICT skills were partially addressed in the TPD documentation. The study also showed that TPD practice at school level appeared to be ineffective because of various individual and institutional barriers. In addition, EFL teachers and stakeholders had various views about concepts, policies and practice of TPD. With regards to these findings, some implications and suggestions are discussed in the end of the talk.

**Abstract No: 2059**

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**Designing and Teaching a Public Speaking Course for Tertiary Education**

Despite the increasing importance of English public speaking skills in schools and the workplace in this era of globalization, only a few universities in Indonesia offer a course to help students develop these skills. One possible reason for this is the lack of teachers who are willing to design and teach the course. Designing public speaking course materials can be challenging indeed. Furthermore, many EFL students are anxious and diffident to speak English in front of a group of people, even including their own classmates, and this can create a problem for the teacher. In this presentation, the presenter will share an overview of a Public Speaking course at her university. She will highlight speaking activities as well as resources that she has used to help her students gradually gain confidence and perform various public speaking tasks both individually and collaboratively. Some common problems and strategies to deal with them will be discussed as well. Participants in this session will also have an opportunity to share ideas and discuss how to adapt and implement them in their classrooms.

**Abstract No: 2060**

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**The Relational Patterns of Metacognitive Awareness, Text Structure Competence, Reading Strategy Use and Reading Comprehension**

Reading comprehension is one language skill that entails complex information processing and language comprehension or receptive communication behavior. It involves some factors that influence the readers to comprehend a reading passage; linguistic competence, cognitive competence, sociocultural competence and affective competence. Cognitive competence is related to the readers' knowledge in understanding a reading text that covers both metacognitive awareness that deals with the readers' awareness of thinking and text structure competence which is the readers' competence on understanding a reading text based on how it is organized. Another factor that is also important in reading comprehension is reading strategy the readers apply in assisting them to read a text.

This study used correlation design to describe the relational pattern of metacognitive awareness, text structure competence, reading strategy use and reading comprehension of senior high school students in Indonesia by trialing pattern proposed. 210 (two hundreds and ten) XI graders of Senior High School of Madrasah Aliyah Negeri 3 Malang are involved in this study. They have learned English materials based on 2013 Indonesian National Curriculum.

To elicit data intended, two reading comprehension tests are administered to investigate the students' reading comprehension score and their text structure competencies while two types of questionnaires; MAI (Metacognitive Awareness of Inventory) and Survey of Reading Strategies (SORS) are distributed to the students to investigate their metacognitive awareness and what reading strategy they use to comprehend a text. SPSS version 16.0 is used in computing and analyzing the result of the data collection.

**Abstract No: 2061****Problems of Sentence Patterns Encountered by Indonesian S2 Students While Writing Their Theses**

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Master's students in Indonesia are required to write a thesis by the end of their studies. This assignment can be a big job for them and it often causes them to delay their commencement. The problem may arise from the irrelevant topic, contents, method, the availability of the supervisor, or linguistic problems. When the thesis is written in foreign language, such as English for example, the linguistic problems may vary in its kinds. The linguistic problems can originate from diction, spelling, mechanics, tenses, grammar, cohesion, coherence, and so forth.

This paper will explore, in specific, the sentence patterns that may cause the students some problems to write acceptable sentences for their thesis. It will also deal with the probable causes and how to fix the problems. The data will be taken from students' thesis drafts. The students are under the writer's supervision when writing their thesis.

**Abstract No: 2062****The Production Strategy of Enrekangnese Students in Pronouncing English Schwa**

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The aim of this study was to provide a description of the production strategy of Enrekangnese students in pronouncing English schwa. This study also stated two research questions; (1) How the different types of tasks associates with the production of English schwa by the Enrekangnese students? and (2) How do the different positions of English schwa in tasks associate with their realization by the Enrekangnese students?

The respondents consisted of 28 Enrekangnese students of FKIP UMPAR who were chosen purposively from three levels. In collecting the data, the respondents were asked to read three types of task namely word list, sentences, and passage. They are recorded by using smart phone Samsung Galaxy A3. Then, the collected data tabulated, percentage, and analyzed by using a chi-square formula to find out whether the phenomenon happen by change or not.

Based on the findings and discussions, this research conducted three conclusions; firstly, in realizing English schwa examined in this study, the Enrekangnese students are mostly influence by their native languages. The production variants (production strategies) are commonly caused by the interference of Bahasa Enrekang (duri, endekan, maiwa, and bungin) particularly in terms of substituting the target sounds into English. Secondly, the realizations of English schwa vary by positions. Among three positions of this sound, the initial position is the easiest position to be produced. The hardest one is the final position. This phenomenon is caused by the least attention spent for the final position and they just focuses on the letter of the last word. Last conclusion is the realization of English schwa also varies by task. It was found that the easiest task is the passage, then followed by word list, and the last was sentence list.

**LIST OF ABSTRACTS**  
**SUB-THEME 3**

**Abstract No: 3001**     **A Philosophical Mismatch Between English Education and High School Curricula in Indonesia**

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In 2016, the Indonesian Ministry of Education in Indonesia issued a document proposing a curriculum renewal for higher learning level. The document explicitly recommends that the curricula developed by higher learning institutions should be based on clear outcomes. The formulated outcomes need to meet the expectations of the professional communities in which the graduates will be a part of. English education curriculum (EDC) developed by a university, for example, is supposed to specify the clear learning outcomes. This is the first reason why EDC renewal is needed. The second reason is that the English high school curriculum (HSC) in Indonesia has been based on the learning outcomes since 2004/2006 known as genre/text-based curriculum. Therefore, there is a philosophical mismatch between the curriculum used by the institution that prepares English teachers in high school (EDC) and the curriculum used by the teachers at schools (HSC). The implications of the mismatch have been apparent in the past decade. When high school teachers need trainings on text-based curriculum, they find it difficult to find experts from the universities because not all universities have the relevant expertise on this matter. Very few universities in Indonesia are well informed about text-based curriculum. Not many EDCs in Indonesia have actually included the disciplinary subjects and skills that address communication as texts. Most of the universities are still grappling with the concepts of outcome-based curriculum used in high schools. The full paper will address further implication of the mismatch.

**Abstract No: 3002**     **Stimulating Creativity and Innovation in a Business English Classroom an Approach Implemented at Accounting Department – State Polytechnic of Malang – Indonesia**

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There is a growing need in the working field of the importance of creativity. Later, students will face problems that need creative solutions in which every employee comes with having opportunities to explore their own creativity. To save the competition, encouraging students' creativity and innovation are essential. The consideration of providing the opportunities to be creative and innovative in the business - assignments makes learning more enjoyable and gives alternative ways to learn new knowledge. Creativity helps students to deal with changing. In the learning context, creativity also seems to stimulate, to engage, to motivate and to satisfy in a deep sense. Likewise, creativity tends to improve student self-esteem, confidence and awareness. This enhanced sense of self-worth also feeds into more committed and more effective learning. Exercising students-creative capacities will tend to make students feel more on themselves, and more alive.

The researchers used the Action Research Method proposed by Kemmis and Taggart (1989) to illustrate the process from planning, action, observation and reflection that formed spiral moments. The purpose of the study was used to see the beneficial of implementing the model. 30 students of the Accounting Department, studying at the fourth semester in the year of 2015/2016 were the subject.

**Abstract No: 3003**

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**The CIPP Model-Based Evaluation Implemented on Integrated English Learning (IEL) Program Of LTC UMY**

The competition in the workforce leads the education institution to make quality programs which later can make the learners to have competitive advantage in the world of work. One aspect to gain success nowadays is the mastery of foreign language especially English. Language Training Center is one institution that has affiliation with the university to provide service on teaching language skill especially English to students who take major other than English. The aim of this research is to make an evaluation on the program conducted by the Center using the CIPP Model developed by Stufflebeam. CIPP Evaluation has emphasis to evaluate the effectiveness and quality of the program seen from the context, input, process and product. The evaluation is applied for a program namely Integrated English Learning (IEL) conducted by the Center.

The methodology were the combination of quantitative and qualitative design. The quantitative design will reveal the effectiveness of the program using the questionnaire and the statistical analysis. While the qualitative inquiry is to understand the aspect deeper to support the quantitative result. The setting is at an LTC of one Muhammadiyah Universities in Yogyakarta and the participants were taken from two departments.

This study described the program from the point of view of its context, input, process and product (CIPP Evaluation model). The context is seen from the effectivity of the program, while the input discusses about the quality. The process is to describe the implementation of the program and the product reveals how the goals are achieved.

**Abstract No: 3004**

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**Active Learning Syllabi and Learning Activities Ideas with Nonverbal Communication Skills for English as a Communication Tool, not only the Linguistic Knowledge**

At Asia TEFL 2016, we presented the effects of non-verbal communication skills in the second language, which could give a native English speaker confusion and misunderstanding if wrongly shown. Many learners, and unfortunately teachers, are not aware of much of skills of haptics, proxemics or paralinguistics, which are crucial to deliver speaker's message to the hearer. Our preliminary survey showed that even with higher TOEIC scorers with international working environment who, however, did not perform with non-verbal communication failed to gain better evaluation from English native speakers for "confidence", "communicativeness" and "trustworthiness". The comparison of such performances with or without non-verbal communication were captured e.g. as in <http://youtu.be/Llf9A6mxGAK>. We are now developing a course to integrate English communication course and non-verbal communication skills for the effective learning for English communication not for a course to be a linguist learning only linguistic knowledge such as grammar and vocabulary. We would like to present, at Asia TEFL 2017, several active learning syllabi integrated with non-verbal communication, learning activities for students who are going to be English teachers as well as non English major students.

**Abstract No: 3005**

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**Multicultural-Based Language Teaching: The Effects on the Children Bilingual and Biliteracy Development in Indonesian Context**

This paper discusses the effects of multicultural approach to language teaching on the children bilingual and biliteracy development which was based on a longitudinal ethnographic study in multilingual communities. Using ethnographical approach, representing the epistemological tenet of this study which influenced the whole process of data collection, which employed semi-structured interviews, participant observation, field notes, portfolio, video-recording, documents, reflective journal and photographs and analysing the data through qualitative data analysis proposed by Huberman and Miles (2014) in which the process starts with data display, data condensation data interpretation, and data conclusion, the study has come out with four main findings classified into: (1) Academic Impacts; (2) Pedagogical Impacts; (3) Sociolinguistic Impacts; and (4) Sociological Impacts. The discussion will, then, be continued to address the philosophical, theoretical, and practical implication of the findings. In conclusion this paper will offer an ethnographic based formula for a faster successful bilingual development (SBD): (CECI + CECE + LH + HM + WL + AL + FLS) = (SBD). This finding contributes to both theoretical and practical debates on bilingualism and multiliteracy within national and global contexts. Recommendation and limitation of the study are also discussed.

**Abstract No: 3006**

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**The Effect of the Combination of Peer and Self-Directed Feedback on Writing Ability of Students Across English Proficiency Levels**

The gaps in written feedback bring this study to verify three-fold foci whether students who are given combination of peer and self-directed feedback (PSF) have better writing ability than those who are not given the PSF as well as whether English proficiency levels (high and low) make difference in the feedback effect. Employing a quasi-experimental research, it involved 57 sixth semester students in a control and an experimental group. The collected data were analyzed by using independent sample *t*-test SPSS 18.0 program. The results pointed out that the students who were given the combination of PSF had better writing ability than the students who were not given the combination of PSF as shown by *p*-value .000. Then, the high proficient students in the experimental group had better writing ability than the control group as well with *p*-value .008, while the *p*-value on the low proficient students was .217 showing that there was no significant difference. It was established empirically that the combination of PSF affected the students' writing ability positively, and that English proficiency levels influenced the effect of the combination of PSF. These findings implied that the combination of PSF is recommended for the high proficient students, while teacher feedback is given to low proficient students. Further researchers in this field are suggested to probe more concern on why the low proficient students did not benefit from the peer and self-directed feedback and to investigate the effect across other students' differences factors.



**Abstract No: 3007****Code-Switching as Teacher's Communication Strategy in Language Instruction**

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Code-switching has become a prevalent phenomenon done by teachers in ESL or EFL classrooms. The occurrences of code-switching by teachers when teaching English can be found either in low or high-level proficiency learners. This paper explores the occurrences of code-switching that is used by an English teacher in teaching English for high-level proficiency learners in Indonesia. It investigated types, reasons/ motivations and functions of code-switching in five different classrooms. The findings show that (1) the teacher employs two types of code-switching, i.e. situational and metaphorical code-switching. (2) There are eight reasons that motivate the teacher to switch the code. Six of those are based on the teacher's assumptions and two of those are generalized from the teacher and the students' interaction during the lessons. (3) Generally, the teacher employs ten functions of code-switching in five classrooms. However, not all of the ten functions occur in each class. The research concludes that the teacher uses code-switching as the strategy in teaching English and it has a positive effect on the process of learners' English learning. By employing code-switching in the English teaching and learning process, the teacher facilitates learning so that the learning goal and objectives can be achieved effectively, and the students feel secure and thus learn effectively.

**Abstract No: 3008****Considering English Varieties in Indonesia's EFL Teaching and Learning**

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The perceived significance of English as a global language in Indonesia can be seen mostly in its educational context. As a compulsory subject in high school's all six grades, its prominent position culminates in the National Examinations. Despite numerous efforts and actions taken, for example, by students, parents, schools and curricula planners, a large body of research shows that English learning in Indonesia has been less successful to produce learners with communicative competence (Hamied, 2012; Lengkanawati, 2004, 2005; Lie, 2007; Madya, 2002; Marcellino, 2008; Musthafa, 2001; Panggabean, 2015; Sahiruddin, 2013; Yulia, 2014). This paper highlights emphasis on Standard English and correct grammar during the learning process, which does not likely provide sufficient time and supporting environment for most learners to speak English frequently and in a relaxed way. As an 'expanding circle' country (Kachru 1983; 1988), Indonesia also needs to consider a non-native English variety in its school curricula. This hopefully can produce successful multilingual learners in terms other than imitating native speakers (Cook, 2012; Doyle, 2015; Kirkpatrick, 2010) and being measured with English monolingual yardstick. Thus, the aims of developing high-school learners' competence of English as a means of communication and a medium of gaining wider knowledge in the global era can be achieved more effectively.

**Abstract No: 3009****ELT Shift: Necessary Matters to be Taught Dealing with Pronunciation and Misunderstanding among NNS which Tend to Outnumber NS Relating to English as a Lingua Franca (ELF)**

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Considering the fact about the historical 'superiority' and English as 'capital', more and more people in the world try to learn English. This condition makes non-native speakers (NNS) outnumber native-speakers (NS); all these speakers become the member of 'global village', which requires a 'common' language – English as a lingua franca (ELF).

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Seidlhofer's (2001) believes that in such terminology, English is largely spoken among NNS. Jenkins (2006a) in Jenkins, Cogo, and Dewey (2011) claims that with the large number of NNS, their pronunciation is different (becomes potential characteristic) and the take-for-granted consideration that non native-like is a sign of incompetence. This paper discusses what ELT needs to change and adapt in its emphasis, especially those that are 'teachable' and 'learnable' - as like pronunciation matters that can promote 'global intelligibility' to achieve harmony among all speakers in English. Bearing in mind that mother tongue (L1) to some extent may impact NNS' English, therefore training is needed to avoid deviant too far (from native English pronunciation model). By such training, NNS are motivated to 'accommodate' and be 'tolerant' to their NNS interlocutors, which consequently promote 'no threat to intelligibility' for other NNS receivers. In addition to pronunciation, NNS' interaction and misunderstanding will also play worthwhile role to be included in ELT's consideration.

**Abstract No: 3010**

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**Influences on the Speaking Self-Confidence of Undergraduate Engineering Students in Indonesia**

Ability in speaking is an important component of academic and professional success. In graduate and undergraduate academic contexts, speaking is very often part of class work and assessment. In workplace contexts, professionals, such as engineers, architects, businesspeople and call-centre operators, need skills in conversation, meeting participation and giving oral presentations, while medical professionals need to have excellent interviewing skills. For engineering students, a good command in oral communication skills is needed to get a job and enhance career in engineering industry. However, proficiency in speaking in academic and professional contexts presents a number of challenges for multilingual or second language (L2) speakers. Lack of confidence, in particular, is one of the many challenges perceived by learners when speaking in a second/ foreign language. This study seeks to ascertain the degree of L2 self- confidence of undergraduate engineering students in Indonesia, and the main influences that affect their self-confidence. The information obtained from questionnaires filled by 30 undergraduate engineering students in a public university Indonesia as well as interviews with six of them will be used to make recommendations for the English for Academic Purposes (EAP) curriculum, instructional techniques, and practical tasks that may assist students to increase their confidence to advance their academic speaking ability.

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**Applying Writing Workshop to Build Students' Sense of Responsibility in Writing Class**

The present study examined the application of writing workshop in building students' sense of responsibility in writing class. I conducted a qualitative case study on a class consisting of 34 students in one of universities in East Java, Indonesia. In this class, the students were advised to complete a writing project by the end of the course. The writing project comprised the rationale of them doing an internship in a certain institution or company supported by academic reasons and the company/ institution profile. Nevertheless, in the beginning of the course, the students frequently seemed reluctant to write, and hardly performed writing progress. In this circumstance, they tended to shy away from the writing progress deadlines. Consequently, I applied writing workshop with a set of social practices consisting of mini-lessons, individual

writing sessions, peer-evaluation, and student-teacher consultation to help students be more responsible with their writing project. To gather data, I observed the class for 12 weeks. Results of the study indicated that writing workshop could motivate the students to work independently. It provided space for the students to develop creativity and foster their diligence and confidence in completing their writing project. By gradually transmitting responsibility to the students, writing workshop could motivate the students to set weekly deadlines, and enable them to monitor their writing progress. Finally, by providing a set of social practices within writing workshop, it helped the students figure out their writing difficulties and understand better what to write and how to write.

**Abstract No: 3012**

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**The Implementation of Genre-Based Approach to Improve Postgraduate Student's Ability in Writing Research Articles**

Indonesian scholars are far behind scholars from neighboring countries, such as Malaysia, Singapore and Thailand in reputable international journal publication although in terms of the number of researchers or academics, Indonesia is far above those countries. One of the possible reasons is that the Indonesian researchers including postgraduate students are not familiar with the rhetorical style and linguistic features of English research articles in their field of discipline although they can write in English reasonably well (Safnil, 2016). Postgraduate students on English education can contribute to the international journal publication because they have learnt and practiced how to write in English. The purpose of this study is to improve postgraduate student's ability in writing research articles using genre-based approach following Deng, Chen and Zhang (2014) and Cheng (2015). This approach has been found effective and efficient in preparing international students studying in an English speaking country or where English is used as a medium of instruction (Hyland, 2007). A class of about 15 students will be trained on writing research articles in applied linguistics using genre-based approach in order to be submitted to an indexed international journal. If the Indonesian academics including postgraduate students successfully publish in international journals, they can help improve the quality of their institution and help Indonesian government improve their reputation at an international level.

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**A Pilot Study: Contrastive Genre Study on L1 and EFL English Research Article Introductions (RAIs) in Applied Linguistics Published by Native and Indonesian Speakers between 2000 and 2016**

Contrastive genre studies on English research article introductions have gained some attention recently. Najjar and Ahmad contrasted English and Arabic (1997), Jogthong compared English and Thai (2001). Likewise, studies related to the Indonesian context have been conducted by Indonesian scholars like Safnil (2000), Mirahayuni (2002), Adnan (2005), Basthomi (2006), Anwar (2010), and Rakhmawati (2013). However, contrastive studies on English research articles written by native speakers and Indonesians have received little attention. Also, the findings of previous contrastive analyses are questioned because they neglect an issue of basic comparison called "tertium comparationis" or refined Western model analysis for non-Western data (Connor, 1996, 2008; Bawarshi, 2010). This study is an attempt to fill this gap by developing a refined model analysis based on the findings of the 1990 and 2004 CARS. To develop this model, a pilot study was conducted to analyze 10 English RAIs, 5 each written by Indonesian and native speakers of English. The CARS models (1990 and

2004) were used as bases for classifying rhetorical patterns and then they were modified (deleted and combined). The findings are that the move 1 step 1 “centrality claims” and the step 2 “making topic generalization” are kept based on 100% occurrence in the corpus. On the contrary, the step 3 move 1 in the 1990 CARS, “reviewing items from previous research”, is omitted due to overlapping with move 2 step 1B or “indicating a gap.” However, the step called “making topic generalization” is renamed “research-based topic generalization” to provide clearer understanding.

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**Prospective EFL Teachers’ Awareness of Varieties of English;  
Implications for ELT**

The global spread of English has gained its popularity since the past decade due to the fact that it is no longer used by native speakers only. As a result, a lot of varieties of English emerge in outer and expanding circle which underline the World Englishes paradigm. This fact is indivisible in the teaching of English. It challenges the English teachers to consider this notion in their teaching practice so that their students could be well-informed with the current trend. To address this issue, this survey study reports on the prospective English teachers’ awareness of the varieties of English. The sample involves English Department students of *Universitas Halu Oleo, Indonesia*. The data are collected using questionnaire. Based on the data analysis, it was found that most of the students which are prospective English teachers are aware of the status of English as a Lingua Franca. Unfortunately, they still have a lack of awareness of the existence of the varieties of English. Hence, teacher educators need to revisit their classroom practice in order to preparing their students to be cosmopolitan teachers. Finally, strategy for infusing World Englishes in instructional practice is proposed in the end of this paper.

**Abstract No: 3015**

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**I Just Felt I Had to Do It**

Researchers have agreed that teacher intention is an important predictor of actual behaviours. Especially when choices are available, such intention is believed to be determined by factors such as attitudes, perceived control over the behaviour, and subjective norms, or the significant others’ thoughts and expectations about the behaviour.

This paper discusses the implication of findings of a research about the intention of Indonesian school English teachers regarding their professional development program. Data were collected using a survey from 210 school English teachers from the four districts and one municipality in Yogyakarta province of Indonesia.

Using the theory of planned behaviour (TPB), the researcher found that although perceived control over the behaviour and subjective norms predicted behaviour, attitudes did not. Such findings are different from the majority of research using TPB suggesting the significant predictive power of the three predictors. That teachers’ attitudes do not count has an important implication on both teachers and the teaching profession, as well as teacher professional development. Particularly to the context of the teaching profession in Indonesia, findings also imply the absence of choice among teachers that might affect their psychological wellbeing.

**Abstract No: 3016**

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**ESP Learners' Needs: A Case Study of Computerized Accounting Students at LP3I Bekasi**

English for Specific Purpose is a subject used to accommodate students and their purposes in learning English. In order to make this subject can assist the students to learn the language as they communicate their professional skills, the materials and teaching-learning process must be adequate for their needs. This study aims to investigate English for Specific Purpose learners' needs at LP3I Bekasi. Particularly, the students of Computerized Accounting program are the targets. There are 40 students from 2 classes who participate in this study in order to conduct needs analysis. The study uses descriptive and analytic methods. Whereas questionnaire is used as a needs assessment tool. The result is expected to be able to fulfill the needs of Computerized Accounting students in English learning materials which will support their jobs in the future, develop and communicate their skills

**Abstract No: 3017**

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**Maybe English First and then Balinese and Bahasa Indonesia||: Language Preferences in the Lives of Two Mixed-Cultural Indonesian English Users**

This small-scale qualitative study aims to explore the participants' view of languages acquired, learned, and used in their family in an Indonesian context. The two participants were Indonesians who came from multilingual and mixed-cultural family background. Both participants were not raised in the areas of their grandparents' and parents' origin, so they had unique linguistic experiences and perceptions of their own cultural and linguistic identity. The study explores three research questions: 1) What are the languages acquired by family members, co-existed, and/or shift in the family of the two speakers? 2) What factors affect the dynamicity of these languages? 3) How do the participants perceive their self-identity? The qualitative data were collected using semi-structured and in-depth interviews. The interviews were audio-taped and transcribed to be analyzed using thematic analysis. The study detects local language shift to Indonesian from one generation to the next in the participants' family. The data also shows several factors for preferring particular languages to be used than the others. These factors include socioeconomic factor, education, frequency of contact, areas of upbringing (rural or urban) and attitude towards the language. The study also reveals that both participants identify their self-identity based on the place where they were born and grew up instead of their linguistic identity.

**Abstract No: 3018**

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**Features of Teachers' Code-Switching in Indonesian Tertiary Bilingual Classrooms**

Studying code-switching can illuminate bilingual behavior. In a multilingual context like Indonesia, in fact not much study has been done to explore how code-switching is used in the classroom where several languages are often used for pedagogical purposes. This study reports how teachers employed code-switching in tertiary bilingual classrooms in which English and other languages (such as Bahasa Indonesia and Javanese) are employed. Data were collected in three classrooms over one semester, employing observation with video-and-audio recording. Transcripts of classroom interaction were examined using an Interactional Sociolinguistics (IS) perspective. The results show that the features of teachers' code-switching demonstrated a switching in a smooth and fluid fashion.

Firstly, the use of blending English words expressed teachers' motivation for communication and teaching. The second feature – teachers' to-and-fro code-switching – displayed a strategy to make sense of teachers' explanations by elaborating, reinforcing and exemplifying the message. Lastly, the other switching features of Javanese and Arabic showed a multilingual practice in which Javanese was featured for quoting somebody else's words and making personal comments on something yet the use of Javanese was quite limited in the classroom; the reason being that it is the teachers' intention to keep the language formal in the classroom. In fact, Arabic was only featured in the restricted expressions for opening and closing the classroom sessions. Overall, these code-switching features describe teachers' translanguaging which cannot be separated from the sociolinguistic, cultural, and pedagogical purposes of the teachers as the speakers.

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**Mobile App Discussion: Exploring More Strategies**

The 21st century educational advocacy is to provide students with multi-modal learning experiences alongside creating a path to independent learning. In this regard, computer-mediated communication (CMC) is receiving great attention in the field of education. Today, its use in the area of teaching and learning is actively and widely explored especially in the higher education. However, the use of asynchronous CMC in English language teaching has always revolved around how it impacts on students' writing and speaking skills. Limited attention has been given to how the asynchronous medium can support students' collaborative learning. This paper examines the communication strategies used by postgraduate students, who are also in-service teachers, using the asynchronous WeChat mobile app for academic problem-solving purposes. It also explores their opinions on the practicality of using the oral asynchronous communication programme for problem-solving activities. This attempt is accomplished by adopting a mixed-method approach where a quantitative frequency count of communication strategies used in the WeChat problem-solving activities is cross-referenced with post-activity interviews. The findings shed light on teaching and learning via oral-based asynchronous medium pertaining to the types of tasks and learning objectives to be achieved.

**Abstract No: 3020**

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**English as a Lingua Franca and Its Worldwide Implications**

How does the evolution of English as a lingua franca affect the ELT? In other words, how does the evolution of English as a lingua franca differentiate between the native and non-native speakers of English? This paper proposes to answer these questions.

English in its present role as the lingua franca of the world is beginning to create an impact on English language teaching programs in terms of both objectives and content. No longer does any prominent educationist in the field give credence to the traditional idea of learning English solely in order to be able to communicate with native speakers of the language. The native speaker-based notion of communicative competence is described as utopian, unrealistic, and constraining. It is utopian because a lingua franca cannot by definition have native speakers. It is unrealistic because achieving native-like competence in a language without native speakers would be an anomaly. It is constraining because it circumscribes learner and teacher autonomy by focusing on the parochial confines of native speaker-based authenticity rather than the authenticity of a language of wider communication used chiefly by English-speaking bilinguals in the context of cross-cultural encounters. The new pedagogy takes into

consideration the increasing number of bilingual users of English and puts forth successful bilinguals with multicultural insights and knowledge as educational models.

**Abstract No: 3021**

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**The Construction of Imagined Identities in Two Adolescent Indonesian English Bilinguals**

Parents in Indonesia somehow believe that English is so important that children should speak the language as early as possible due to the use of English as lingua franca. Thus, after years of exposing children as much English as they could, Indonesian parents bilingual children, those who speak both Indonesian and English fluently. However, a concern has been raised lately arguing that the young generation nowadays does not have the sense of attachment of being Indonesian because of the frequent use of English. Thus, this particular study aimed to find out how bilingual teenagers saw themselves. One male student and one female student from one private national school were the participants who were studying in Grade 11. Semi- structured interviews and questionnaire were administered in this study, with the addition of subjects' writing of their 3-week schedule and a piece of essay writing. The results found out that both participants were aware of the importance of learning English either for personal development or future studies. Both of them felt proud when they could speak English fluently as not everyone can have the fluency in English. Nevertheless, they did not dismiss the role of Indonesian from their life since they still needed it for communicating with people around them.

**Abstract No: 3022**

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**Plagiarism in English Academic Writing: Korean University Students' Understandings and Stances**

This study aims to examine how Korean university students understand plagiarism in English academic writing and what stances they have. Participants are approximately 100 Korean university students enrolled in one private university located in Seoul. In order to investigate the participants' understanding and stances in plagiarism, survey and focus group interview were conducted. In survey questionnaires were constructed by some experts and statistically analyzed. Focus group interview was conducted on a volunteer basis. The findings and discussions will provide some pedagogical implications for teaching English as a foreign language, especially teaching academic English.

**Abstract No: 3023**

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**EFL Learners' Opportunities and Problems in Literacy Strategy Implementation**

Literacy awareness in Indonesia has grown increasingly nowadays as many people have finished their study up to senior high school level. Literacy is reflected by reading and writing skills. In Reading 2 courses of the English Department at School of Foreign Language and Literature (*Sekolah Tinggi Ilmu Bahasa dan Sastra-STIBA*) \_Satya Widya\_ Surabaya, East Java, EFL learners learn both reading and writing skills using an organized visualization strategy called mind mapping. Introducing and implementing mind mapping central topic, from the thickest to the thinnest branches, using keywords, colourful images or symbols or pictures within the learning process as a new strategy, the learners reveal and share their opportunities and obstacles. Eight learners out of ten who successfully attended the course meetings, learned reading and writing using mind mapping from the first meeting to the fifth meeting. Structured interview

(one-and-one) was used at the end of the fifth meeting. Most of the learners agree that mind mapping is a helpful tool to understand main ideas and supporting details of passages, to comprehend the text easily because of the colourful branches and keywords, and to avoid plagiarism. However, the students still have problems in deciding keywords, timing to read, lacking of vocabulary, and drawing images or symbols. This research discovers the opportunities and obstacles encountered by the EFL learners in implementing mind mapping as a strategy developed in literacy skills.

**Abstract No: 3024**

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**Investigating the Problems Faced by a Child Unable to Speak Indonesian in a National School**

In line with globalization, marriages between Indonesian and foreigners have increased in number in Indonesia. Many have chosen to stay and raise families here. As a result, new phenomena occur. The children born can be native speakers of any languages depending on the exposure they get at home. Indonesian, English, Chinese, or other languages can be the children's first languages. Those children may not face difficult problems if they use the same language at homes and schools. A serious problem can occur when the first language of the children is different from that at school, as what is happening to X, a 6-year-old girl born of an Indonesian father and a Russian mother. While X's older sister and brother speak Indonesian fluently, X can only speak English until she was 6 years old. Such circumstance has led to a number of more crucial problems for X and her parents. The study focuses on these two questions: (1) what are the contributing factors of X's inability to speak Indonesian? and (2) does the system of Indonesian primary education facilitate X to study at an Indonesian school? The study attempts to find out whether the Indonesian education system fulfills Indonesian children's fundamental rights to education. The methods used was in-depth interviews, observation, and document investigation. The result of the study shows that the mother has played a crucial role in X's first language acquisition. High exposures to particular TV shows in English have caused X to acquire English, not Indonesian as her first language. Furthermore, it seems that Indonesian education system has not fulfilled X rights to education.

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**Identifying the Language Distribution, Informativity, and Language Preference: A Case Study of Linguistic Landscape in Malioboro Street, Yogyakarta**

Yogyakarta has been well-known for her strong local tradition for decades. Its status as a student-city has made it a melting pot of different cultures and traditions. In addition, the city is one of major tourism destinations in Indonesia. Thus, it is challenging to investigate the linguistic phenomena reflected in the public areas and whether the public signs available have satisfied the needs of the local and foreign visitors. The present study focuses on the language use, adequacy of signs, and language preference in Malioboro street, the most prominent shopping street in Yogyakarta and in Central Java. The study seeks to answer the following research questions (1) what is the distribution of language in the tourist areas? (2) are the available signs in the tourist areas informative for both local and foreign tourists? and (3) what language is preferred by the tourists? The public signs collected are analyzed from the linguistic landscape and semiotic points of view. The findings indicate that there is an unequal distribution between Indonesian, English, Javanese and other languages. Indonesian seem to dominate the LL of Malioboro. Various opinion on the informativity and language preference are reported,



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too. The results also signify how languages on the streets can be utilized as media for learning not only about the descriptive use of language but also about attitude to language and language policy.

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**Developing Interactional Strategy in EFL Teaching Speaking**

The communicative approach has been widely adopted in EFL teaching practice. Most foreign language educators have readily embraced the communicative objective as the principle underlying teaching and learning activities in today's classrooms. Concerning over the development of communicative competence, the present teaching of spoken English is still regarded unsuccessful, following complaints from stake holders because many graduates are still lack of foreign language communication skill to join in transcultural and challenging world society. This paper reviews communicative approach in language teaching by studying several practices focused on developing oral communication skills. After examining some implementation of the communicative spoken English teaching, the author highlights the importance of strategic competence and interactional competence. Developing interactional competence and the teaching of communication strategy are proposed to be integrated in speaking English teaching. Specifically, cultural and learner aspects are considered more as they contribute influential factors to the success of oral communication skill development and intercultural competence. These important aspects gain less attention to be involved in foreign language teaching and learning as many CLT implementations are reported. The author will also explore and use those aspects to find possible solution of communication problems and to increase effectiveness of the application. The objective of this proposed approach is preparing learners to involve in bi-directional or multi-directional conversation which are naturally practiced in the real life.

**Abstract No: 3027**

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**The Authenticity of Reading Texts in English Textbooks and Their Implication in TEFL**

Analyzing the authenticity of reading texts in English textbooks published for the 2013 curriculum was the main goal of this study. This research was highly significant to be conducted because the texts are used as reading materials from which students may learn language skills and components. The ten texts taken from four English textbooks were the source of data which were chosen by using purposive sampling. The result of data analysis which were based on Berardo's (2006) theory of authentic material indicated the problems of text authenticity. Of the ten texts only two could be categorized as authentic texts because they fulfilled four aspects of authenticity which covers suitability, exploitability, readability, and presentation. Three texts were quite authentic because they did not fulfill one factor of authenticity; one text did not fulfill exploitability factor and two texts did not fulfill readability factor. Three texts were less authentic because they did not fulfill two factors of authenticity; two texts did not fulfill readability and presentation and another one did not fulfill exploitability and readability. Two texts were categorized as inauthentic texts because they did not fulfill all the four factors. To improve students' communicative competence pondering texts as teaching materials given to students is highly recommended as some are not well selected for certain students' level.

**Abstract No: 3028****Teacher's Beliefs and Practices on Teaching Listening Using Songs for High School Students**

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The primary aim of this study was to reveal teachers' beliefs and practices on teaching listening using songs for high school students. Song is one of materials listed in the syllabus of the recent curriculum to be presented in English language teaching for high school students. Therefore, high school teachers are demanded to use songs in their class, especially in teaching listening. English language teachers' opinion were collected through a questionnaire and the results demonstrated that teachers have strong beliefs about the pedagogical value of teaching listening using songs for high school students. However, finding showed that teachers had difficulty in practising an appropriate strategy to teach listening using songs. It was mainly due to their educational background. In addition, not many of them had had experiences of teaching listening using songs before. In fact, in many teachers training programs there were no specific discussion of how to teach listening using songs. Therefore, such programs are needed to be provided for teachers to be able to teach listening using songs well. By having sufficient competence, the learning goal in general will be gained successfully.

**Abstract No: 3029****Lingua Franca Core Theory Perspectives: Analysis of Japanese English Learners' Pronunciation**

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Several models of English pronunciation have been accepted and the framework of English as a Lingua Franca (ELF) is considered to be helpful in teaching English. Regarding English pronunciation, Jenkins established the pronunciation standard, the Lingua Franca Core (LFC). Focusing on the LFC, this research was conducted to investigate 1) what aspects of pronunciation would be difficult for Japanese learners to accurately produce, and 2) to what extent they would improve their pronunciation (and listening skill) after the 15-week course of phonology class. The sound data were elicited from 15 university students during the semester. This course was oriented for university students who had received inadequate pronunciation instruction, and those who lacked confidence in English pronunciation. While the English education has been emphasized the importance of communicative competence, teaching pronunciation has been regarded as a secondary matter and teachers can rarely spare time for pronunciation. In this research, "Listen and repeat," which might be the most popular pronunciation exercise, was partly effective since most of the English phonemes are already present in Japanese language; however, phonemes such as /f/, /v/, /r/ and the consonant cluster are not included in the Japanese sound system and I found that it is better to show places and manners of articulation. English is the most widely spoken language world wide, and learners are likely to come across the situation where they communicate with people whose L1 is not English. Teaching pronunciation is one of the effective ways to help and motivate learners to communicate intelligibly with people all over the world.

**Abstract No: 3030****A Comparative Study of Shell Nouns in English Scientific Articles by Chinese and Swedish**

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This paper analyzes the use of a special type of abstract nouns, shell nouns, which have important functions of characterization, temporary concept-formation, and linking. In quantitative analysis, by using a self-established corpus, which contains 30 SCI (Science Citation Index) articles published by scholars from Northwestern Polytechnical University in

China and 30 from Karlstad University in Sweden, our study analyzes the frequency of 115 shell nouns, the different lexico-grammatical patterns in which they occur, and the classes of these shell nouns. The results indicate that although Chinese and Swedish scholars are both users of English as a Lingua Franca (ELF), they have significant differences in using shell nouns from these three aspects. In qualitative analysis, possible explanations for these differences are offered from the perspective of linguistics, culture, and cognition. For theoretical purpose, the research results can enrich theories in ELF and English for Academic Purposes (EAP); for practical purpose, the results can also provide English learners and teachers with reference in learning and teaching shell nouns.

**Abstract No: 3031**

**Teaching Academic Language and Literacy as a Social Practice**

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In schools and universities in many countries, language teachers must help students learn both English language and academic content presented in English, while their students struggle to succeed in real-world literacies and on high-stakes assessments. We argue that classroom instruction can be carefully designed with all these interests in mind. This session illustrates how socially grounded genre-based instruction (GBI) can be amplified using the tools of systemic functional linguistics (SFL) to support learners' language and literacy development in ways that allow them not only to learn how language and texts work, but also to gain access to the language of school and society. This approach helps teachers instruct and evaluate language and literacy learning to support students' growth and prepare them for high-stakes tests. In our session, we relate stories of teachers who have used GBI and SFL tools to modify their instruction in ways that any teacher can incorporate into day-to-day teaching of reading and writing. We show how preparation for tests can be a by-product of good literacy instruction rather than a central goal. Participants will try out several activities the teachers we describe have found useful and then discuss how the activities can be modified to fit most intermediate to advanced EFL curriculum needs. The session will benefit teachers and teacher educators wishing to make literacy instruction more grounded in real-world practices.

**Abstract No: 3032**

**What Did You Just Say?! Error Analysis and Corrective Feedback in the English Speech of Indonesian Tertiary Students**

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In line with the demand for more extensive English learning in today's global world, specifically the ASEAN economic community that Indonesia is part of, English speaking lessons have been given more attention and importance by both educators and students alike. While the recognition of the existence of –Global Englishes! means that a non-native English speaker is not required to produce a native-like sound, clarity and intelligibility in speech are still non-negotiable when it comes to speaking with people across the border. In Indonesia, which ranks 8<sup>th</sup> among Asian nations in English Proficiency (English Proficiency Index 2016), learning English speaking is still beset with various challenges. Strong L1 influence and lack of exposure to English might just be few of the reasons students produce speech which betrays lack of competence. After three years of teaching English speaking in one of the tertiary institutes in Indonesia, the writer is keen in analyzing the most common errors made by students in their English speech, and researching the most effective way of addressing them. By –errors! here, more emphasis will be given to those which hinder comprehension. Corrective Feedback is used to treat the errors, with comparison being made between peer- and teacher-correction, and between

various types of feedback (recast, repetition, direct, and indirect). The research is conducted as a Classroom Action Research with 80 students as the Subjects, comprising firstly of a 'plan' stage where survey and error analysis are conducted, followed by Corrective Feedback in the lessons during the 'act' stage.

**Abstract No: 3033**

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**Business Teaching in an ESL Environment**

Around the world and across Asia, English taught business degree programs are growing in popularity. China has a tremendous number of joint venture and dual degree English-taught programs. Even Cambodia has at least three universities which teach all of their business subjects in English.

The goal of an English taught subject course is very different from that of a traditional ESL program. Many of the basic ESL rules do not apply such as: Decreasing teacher talk time or utilizing games, mingles, and activities to maintain student interest. The level and quality of language used in these programs is also very different than in an ESL class. While the textbooks are may be designed for first language students, the language produced by students in presentations and papers is often lacking in grammar and usage, while rich in specialized vocabulary and concepts.

This presentation will look at several variations of English taught, 2. Native subject experts, 3. ESL teachers who are not subject experts. The paper will then discuss some cultural differences between Asian and western students which further complicate the effective delivery of business degree courses in an ESL environment. And finally, the paper will give recommendations to improve course delivery programs and the competence of teachers.

**Abstract No: 3034**

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**The Underappreciated Art of Developing English Discussion Leadership Skills**

Professionals and academics in many fields are often required to lead discussions, seminars, workshops, and tutorials, as they are expected to take a leadership role in educating and informing others. In international encounters, such discussions are invariably carried out in English. However, in contrast to formal presentations, such skills are rarely taught explicitly, nor are they discussed widely in research or literature. In this presentation, the speaker will outline the positive outcomes arising from designing and managing such a course for university medical students in Japan. Crucial features of leading discussions, tutorials, and seminars will be discussed and demonstrated. These include: topic selection, small group management, opening and closing strategies, pacing, designing suitable supporting activities, managing materials, and actively engaging participants. The qualities that distinguish seminar/tutorial and workshop leadership roles from lecture and presentation formats as well as potential flaws will also be discussed with the hope that audience members will be encouraged to establish these skills among ESP/EAP students at their own institutions.

**Abstract No: 3035**

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**Why Do Japanese Learners Consider Filipino Teachers' English Intelligible?**

Many Japanese learners of English (JLEs) in the Philippines are attracted to studying English because of its affordability and the one-on-one instruction system, which is one of the advantages of the language school

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programs. Another characteristic of the programs is that JLEs learn English not from native speakers but from non-native speakers; that is, the learners in an expanding circle are taught English by the instructors from an outer circle. However, this unique feature of English education, where English is used as a lingua franca among non-native speakers of English, has not been fully explored. Therefore, this study focuses on the one-on-one instruction system and analyzes the interaction between a Filipino teacher of English (FTE) and a JLE in a classroom. Particularly, the intelligibility of English used by FTEs has been examined, since many JLEs participating in the programs pointed out that their English is easy to understand. It was found that the factors of intelligibility were their use of simple grammar, good pronunciation, articulation using few linking sounds, rate of speech, and conveyance of meaning through the interaction. Since Japanese teachers of English (JTEs) in junior and senior high schools are required to use English as a medium of instruction under the current educational system, the findings of this study can provide relevant implications, because intelligibility of English, which has been highly appreciated by JLEs, is required by JTEs to implement the English-only policy in Japan.

**Abstract No: 3036**

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**The Advantages of Bilingual Education by Special Reference to Linguistic, Cultural and Pedagogical Rationales in TEFL at English Education Department of FKIP UNISMUH Makassar: A Non- Research Article.**

The using of bilingual in education means using two languages for instructional purposes. Specially in teaching learning in English Education Department classrooms of FKIP Unismuh Makassar, most of the teachers use English and Indonesian for instructional purposes. Based on this phenomenon, this article aims to show the advantages of the using this bilingual education by concerning linguistic, cultural, and pedagogical rationales. The article will discuss about propositions according to the three rationales by concerning the empirical facts in teaching learning process done by teachers at English Education Department of FKIP Unismuh Makassar. The data will be taken from classrooms of the teachers who teach English speciality subjects, such as Structure', Teaching English as Foreign Language', and 'Phonetic'. This article will show how the two languages using, for instance viewed by linguistic rationale, can influence each other through borrowing, grammatical, and phonological change; and a bilingual helps to control such influences. In referring to cultural rationale, a bilingual education ensures that a minority ethnic group safeguards its original native culture while participating in modernizing and innovating tendencies. The last, the proposition concerning the pedagogical rationale will show that using second language is a good basis for learning a foreign language.

**Abstract No: 3037**

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**Symposium - ELF-Informed Writing Pedagogy: Innovative or Inappropriate?**

English as a lingua franca (ELF) research findings reveal divided opinions among ELT practitioners. It is argued that adherence to British or American native English norms in academic and professional writing tasks reflects editorial realities: conventional native norms embody the language, organization, and presentation used for academic discourse, and students wanting to publish cannot wait until editorial norms and conventions adjust and expand to reflect the diversity and variability of ELF use. On the other hand, ELF researchers contend that priority in language teaching may be given to nurturing 'communicative capability' (Seidlhofer 2011,

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Widdowson 2003, 2015) rather than to targeting such native competency. Such a capability, it is claimed, would serve learners well when they subsequently needed to or wished to conform to native norms (Seidlhofer 2011). Teachers are rarely afforded an opportunity to evaluate such contrasting arguments in relation to their own classroom writing pedagogy. The participants in this symposium aim to explore the issues, and encourage their discussion. They will examine questions such as whether respective infra genres of particular writing tasks mandate native language usage, or whether the status of English as an international lingua franca precludes its custodianship by particular communities. Should ELF research change our perceptions of language for theoretical and practical purposes? It is hoped that this symposium will not only help to clarify differences between ELF research and various traditions in English studies, but also promote collaboration between them.

**Abstract No: 3038**

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**The Success Story of Engineering Students Achieving Advanced English Proficiency (A Case Study)**

Teaching English to engineering students is enormously challenging, since English teachers are demanded to make students know specific technical terms commonly used in their field and improve their general English proficiency as well. In spite of encountering difficulties in learning English as foreign language, some of engineering students are revealed having advanced English proficiency proven with achieving more than 900 TOEIC scores. This paper attempts to explore this unique phenomenon of language acquisition process. The objects of the study are five students of Shipbuilding Institute of Polytechnic Surabaya (SHIPS) selected by using purposive random sampling to accommodate the whole characteristics and majors of participants. Both questionnaire and interview are conducted to gain comprehensive data on their learning style, strategies, motivation, and communicative competence. The findings reveal that most of engineering students having advanced English proficiency apply extensive listening through watching English movies. Meanwhile one of them prefer extensive reading in order to improve his English competence by reading a wide variety of books particularly English practice test materials. Otherwise, their communicative competence still need to be trained. Therefore as a pedagogical implication, the English teacher should facilitate students to learn English through both extensive listening and reading then train them to practice speaking and writing as well. The success story of these engineering students can be a model and inspiring other students to apply their learning strategies.

**Abstract No: 3039**

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**Internationalization of Pre-Service Teachers Program: Lessons Learned from Australia Field Study 2016 Department of English Language Education Universitas Islam Indonesia**

As globalisation bridges connection and mobility among countries, internationalization of field study programs has been an urgent need. Australia Field Study Program is established to answer this need. First launched in 2006, Australia Field Study Program or PPL Australia was initiated by Diploma of English Language Study Program Universitas Islam Indonesia which turns to Department of English Language Education offering bachelor degree on English language education in 2013. Aiming to educate pre-service English language teachers with global mobility experiences, the department assign Australia Field Study Program 2016 Team to design and implement a detailed selection process to choose six awardees, series of workshop and pre-departure activities for

the field study program. The awardees selected did social responsibility service as Indonesia language teachers in three secondary colleges in Melbourne, Australia. This research investigates field study program awardees' intercultural knowledge and competence after completing two-week teaching experience in Melbourne, Australia. Data were collected through interview, individual report assignment, and social media observation. The data were assessed by using Intercultural Knowledge and Competence Value rubrics (AACU, 2009). The six awardees are rated in terms of knowledge (cultural self-awareness and worldview frameworks), skills (empathy and verbal/nonverbal communication), and attitudes (curiosity and openness). The findings revealed that three awardees succeeded to the capstone while the rest are on various rates on milestones. To improve the learning outcome of the awardees, more aspects to develop communication skills and openness should be designed for pre-departure activities of Australia Field Study Program 2017.

**Abstract No: 3040**

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**Authentic or Adapted Teaching Material: Teacher Preference in  
 Selecting Teaching Material in Speaking Class**

This paper describes teacher preference on using teaching materials in speaking class. This paper only focuses in describing which teaching material was opt to their class, whether the adapted or the authentic one, and their reason for selecting the materials. This study was conducted in order to contribute broader insights on teaching material domain. Two supporting instruments as interview guide and an open-ended questionnaire were employed in order to obtain the objective of this study. And the result from the interview and questionnaires showed that all the teachers teaching speaking class agreed that authentic material is good. Surprisingly four out of twelve confessed that they frequently use authentic material because it was accessible so they did not need to spend their time in modifying or developing the materials. In the contrary, the rest admitted that even though authentic material was good they preferred to modify he material for some reasons. First, not all authentic spoken discourse could be understood by students as the pronunciation, intonation, and stress were hard to be detected. Second reason is that, the teacher pointed out that not all authentic materials could meet foreign language learners' needs. And the last reason why teachers adapted the materials was that the teacher thought that it was also important to introduce local culture while students were learning speaking. From the finding it can be summed up that teachers saw authentic material positively; they, however, did not take authentic material as granted.

**Abstract No: 3041**

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**Developing Fluency through Extensive Reading:  
 A Single – Subject Study**

This study was aimed at finding out the role of extensive reading on single participant who has the need for special considerations particularly in the lowest language proficiency. Numerous studies of extensive reading were predominantly focusing on the effect with using large participants or group experimental study. However, there has been little investigation on how to give treatment on certain individual. Initially, it was perceived that one's fluent reading would be achieved with two-way factorial single-case. Thus, the repeated measure treatment was administrated to the participant. The findings showed that the learner outperformed the fluency in reading. It implied that the more learners read extensively, the better one develop fluency. The alternative intervention in which study uses was an objective

measurement.

**Abstract No: 3042**

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**English as a Medium of Instruction: Issues and Challenges for Indonesian University Lecturers and Students**

The use of English as a medium of instruction has become a global phenomenon (Dearden, 2014); not only in countries where English is the native language, but also in non-English speaking countries like Indonesia. Particularly in Indonesia, the number of universities offering content courses in English through the internationalization of certain degree programs is increasing. However, considering that most of the stakeholders are non-native speakers of English, the growing popularity of English medium instruction (EMI) has caused various issues and challenges to emerge. As part of a larger research, this study focuses on closely examining the classroom experiences of EMI lecturers and students at Telkom University, particularly in revealing the language and non-language issues and challenges faced by both parties. Data was collected by conducting surveys involving 70 lecturers and 300 students, follow-up interviews with 30 lecturers, and focus group discussions with 100 students. Results show that English language abilities was a common issue perceived by both parties. The interviews reveal that lecturers were challenged by their own and students' language competencies, students' learning styles, and pedagogical issues. Students who are less competent in English felt that they benefited most when their lecturers codeswitched into Indonesian and considered accomplishing tasks in English the biggest challenge. Meanwhile, lack of clarity regarding lecturers' use of English and monotonous teaching strategies are among issues elicited by students with higher English proficiency. Based on these findings, suggestions for professional development programs are made for enhancing the success of EMI-based programs.

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**Do Students Make Some Accommodation in Their Exploratory Talks?**

As a setting, classroom is a community which has not only different values and behaviors compared to other settings but also different types of communication. It has its own discourse where teacher-student and student-student communication and interaction occur. During the interaction, it is possible for accommodation as students' social strategies to interact with others in the classroom to happen. Accommodation strategies surface when interlocutors adjust and adapt their linguistic behaviors, which might vary in terms of their linguistic, paralinguistic, and nonverbal features. A dearth of studies have been conducted in the area pertinent to Communication Accommodation Theory both on face-to-face communication (Giles, Taylor & Bourhis, 1973; Berg, 1986; Gregory & Webster, 1996, and Frykedal & Samuelsson, 2014) and computer-mediated communication (CMC), such as those done by Riordan, Markman, and Stewart (2012), Parcha (2014), and Vincze, Gasiorek, and Dragojevic (2016). Drawing on some studies conducted on face-to-face communication, this study seeks to explore accommodation strategies employed by the students during their exploratory talks in some group discussions. The participants involved in this study are 52 (fifty two) students in the third year, majoring in English language and literature at the Department of English, Faculty of Letters, Universitas Negeri Malang. By recording their utterances in group discussions, we are of the opinions that through their natural talk in classroom interaction, students produce accommodation strategies to be similar or dissimilar to their interlocutors' behaviors.



**Abstract No: 3044**

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**Opportunity for Some: English MOI Programs and Economic Inequality**

The recent expansion of English medium-of-instruction (MOI) degree programs at universities across the world, including in such countries as Japan that have not been traditional centers of English teaching and learning, has provided some students with more opportunities in their pursuit of higher education throughout the world. A key concern for language policy and planning, however, is the degree to which these programs provide opportunity to students of all economic levels, or, rather, if potential benefits are limited to students of relatively greater economic means. The research described in this presentation, part of a larger dissertation research project, traces the experiences of 10 students currently in their first and second years of study in a four-year, English MOI undergraduate degree program in science and engineering at a leading Japanese university. Two individual interviews (pre- and post-semester) were conducted with 10 students hailing from five countries in South and Southeast Asia. An exploration of their backgrounds, motivations, experiences, and future goals suggests that, although English indeed serves as a vehicle of opportunity for some, that opportunity may largely be confined to a small number of relatively advantaged individuals. This is apparent not only from their personal backgrounds, but also from their interactions with other, less privileged members of their home countries during their time in Japan. Some possible ramifications for English language policy and planning as it relates to differentially providing and denying opportunity to students will be discussed.

**Abstract No: 3045**

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**The Study of English Teachers' Cognition and Factors Influencing the Participation in Professional Learning Development Programme in Kulai District, Johor**

Of late, the implementation of using new approaches and methods in the process of learning and teaching is on demand. However, most of the teachers were said to have difficulties in adapting the 21<sup>st</sup> century method of teaching in the classroom. Due to this, a lot of enhancement programmes were carried out by the Ministry of Education for the teachers, which cater which different kinds of aspects, namely the ProELT Programme and Lesson Study. The study was attempted to view the behaviour of the teachers and examine factors influencing the participation of the English Language teachers towards those programme. The study was carried out among 30 English teachers around Kulai district in Johore, Malaysia and they were selected based on their achievement in Aptis/CPT results. Those selected became the participants of the ProELT Programme and at the end of the course, they will enter a test prepared by Cambridge. The results then were recorded. They were also interviewed in order to look at their behavior towards those courses. The results showed that the teachers did not care about the courses; due to some reasons and feeling defensive.

**Abstract No: 3046**

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**Learning Strategy Training**

The study was aimed at finding out the impacts of learning-strategy training in an instructional process. Two research questions were formulated: (1) To what extent do students feel that they are aware of their strategy use in their classroom activities? (2) Do students feel that use of learning strategy skills makes them more prepared and more concentrated on their instructional tasks?

English Department students of semester 3 were given training in learning-strategy skills during the teaching and learning process in class. SILL (Oxford, 2000), modified for the purpose of the study, was administered on the first meeting. Strategy skills were integrated in the instructional material and activities. Students assigned themselves to strategy groups, e.g. *Compensation* group, and practiced the assigned skills. Weekly reflections were written by students reporting their progress in the use of learning strategies and in their language learning. At the end of the teaching and learning process, SILL was given for the second time for reflective comparisons.

Findings indicated that firstly students became aware of their learning strategies while previously they were not accustomed to being acquainted with learning strategies. Secondly, students were more prepared for and concentrated on instructional tasks. They seemed to be excited with their new experiences in using learning strategies in their classes.

**Abstract No: 3047**

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**Examining How Bilingual Writers' Beliefs About Research Article Genre Affect Their Rhetorical Patterns of RA Discussion Section**

Although there has been a plethora research on the rhetorical patterns of research article discussion section, few have investigated how writers' beliefs about research article genre affect their rhetorical patterns of RA discussion section in the area of English language and applied linguistics. This study examined how bilingual writers' beliefs about research article genre affect their rhetorical patterns of RA discussion section. Five bilingual writers who had written and published one English RA and one Indonesian RA in accredited Indonesian journal were selected. Each RA discussion section was specifically analyzed by using Swales' CARS Model (1990). Later, it conducted an interview with the five academics to examine their beliefs about RA genre. The findings show that the writers were categorized based on their beliefs, namely a consistent and brave writer, a simple writer, an effective and consistent writer, a considerate writer, and a confident writer. Each writer's category represents his/ her belief on rhetorical pattern of RA discussion section. For example, a consistent and brave writer is an academic who provides rather similar rhetorical patterns in both English and Indonesian RA discussion sections. He is also one of the academics who is sufficiently brave to operate move VII (Deduction and hypothesis) consisting of a research claim, while other academics tend to avoid to use it. In sum, the academics, in this case bilingual writers' beliefs about RA genre importantly affect their chosen rhetorical patterns.

**Abstract No: 3048**

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**Digitalizing Bangladesh: Changing ESL Teachers' Roles in Tertiary Level Education**

Along with the subsequent development in the field of English language teaching, educators and practitioners have started emphasizing the importance of digital literacies for both learners and teachers to make the learning process more creative and interactive. This digital platform offers an increased amount of available information with an increased access to a variety of rich information sources which strengthen students' perception of knowledge. As a result, teachers' role as knowledge dispenser needs to be transformed into the role as knowledge facilitator as the classroom or the lecture hall will no longer be the obvious solution. Furthermore, the role of teachers will also evolve into a more broad and diverse delineation to meet the challenges of the learning communities. As students are getting the first-hand exposure to knowledge and information

with the help of digital media, both students and teachers can have a joint responsibility to achieve the goals and methods of successful learning. In this case, teachers also need to be cautious and updated regarding handling the digitalization process. An educator has to improve teaching methods and strategies according to the needs and demands of the learners. At the same time, they also have to keep track of their own professional development with the help of networked learning framework. Therefore, it can be said that educators' role in the era of digitalization will change significantly. Thus, this paper will explore how the tertiary level ESL teachers in Bangladesh are perceiving the impact of digital assistance in changing their roles in the classroom and beyond.

**Abstract No: 3049**

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**The Students' Perspectives on Observing Language Use in Social Media as Social Practice**

In this digital era, the college students have become familiar with social media such as Facebook, twitter, and instagram. For English Letters Students, they also use English when updating their status, tweeting their thought, or giving captions in their photos. That phenomenon results in the students' interest in analyzing language use in social media, proven by some theses examining social media as the data. It means that the students have started to observe English language and literacy as social practice, for example is when a student observed English Letters students' grammatical errors in their facebook and twitter. That fact reveals the student's awareness of the importance of English language and literacy as social practice. To understand deeper about the previous phenomenon, this paper is in an attempt to figure out the students' perspectives on the necessity of language use in social media as delicate data to observe in their future theses. A questionnaire related to English language and literacy used in social media as social practice will be distributed to around 50 students who take Language Research Methodology Class. In the class, the students are assigned to write their undergraduate proposal. Therefore, they are chosen as the appropriate participants. This paper is expected not only to figure out the students' interest on social media as research data, but also suggest teachers on overcoming the students' barriers when examining the language use in social media as the data.

**Abstract No: 3050**

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**Energize Your Students and Hook Them on Learning with Kahoot!**

Nowadays mobile technology has become an integral part of students' lives. They are becoming more attached to their mobile devices every day to fulfill many of their basic needs, such as socializing, completing school tasks, or simply having fun by playing games online or offline. However, a large number of schools are skeptical when it comes to allowing students to use their portable computing devices in class. Schools consider that these devices may disrupt learning and hamper students' progress. Nevertheless, this situation can be rectified if teachers know how to make effective use of the technology their students carry with them and integrate the devices into language learning.

In this workshop, the presenters will share ways to make use of any portable digital device available to students (smartphones, tablets, and laptops) to boost students' motivation and maximize their learning by using Kahoot, a free, interactive, game-based learning platform and online quiz maker. They will demonstrate how this platform can spark an enjoyable atmosphere in the classroom, amplify engagement, and make students tremendously excited, through involving participants in using their own devices to experience a learning game, or Kahoot,

themselves. Finally, the presenters will walk participants through a step-by-step guide on using Kahoot and have them make their own online quizzes using this platform. Participants will leave this workshop energized, eager and ready to bring the experience into their classrooms.

**Abstract No: 3051**

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**The Role of L1 in L2 Classes of Tertiary Level**

The use of L1 in L2 classes has long been a controversy. Krashen (1985) proposed that to succeed in L2 learning, L2 should be exposed extensively. Furthermore, he argued that failure in exposure of L2 is caused by available access to use L1. To argue Krashen's theory, numerous researchers point out that the use of L1 in L2 classes turns out to be beneficial. Among them are Cook (2001) and Tang (2000) who asserted that L2 learning and comprehension increase when L1 is occasionally used. This research aims to reveal the role of L1 (Indonesian language) by both teachers and learners in English classrooms at tertiary level. The data were obtained from questionnaires distributed to 158 students and 23 teachers at Muhammadiyah University of Yogyakarta. Interviews were also conducted to 5 teachers. The findings show that 93 students and 16 teachers state that L1 should be used in their class. Most students (138) state that L1 should be used when explaining difficult concepts of L2, and this is in line with 22 teachers who admitted that they use L1 when explaining difficult concepts. 64 students and 14 teachers state that they are sure enough that using L1 in an English class helps learners' learning process. The overall findings suggest that L1 should be used in L2 classes, since its absence may hinder learners' learning process. Thus, Krashen's theory on giving maximum exposure by not providing access to use L1 does not work in this particular context.

**Abstract No: 3052**

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**Making Sense of our Postmodern 21<sup>st</sup> Century Profession**

In the field of second or foreign language acquisition, the term –destabilization is used to describe the process by which some aspect of a learner's interlanguage is –challenged, –rearranged, or –refined by further input, noticing, or corrective feedback. This same term is quite descriptive of the current state of our profession. The shift from the linguistic assumptions of modernity to those of the post-modern 21<sup>st</sup> century has generated more questions than answers, more critiques than solutions, more disbelief and dissatisfaction than comfort, particularly for the classroom teacher. And with the instability has come a tidal surge of new vocabulary to describe new concepts, including translanguaging, plurilingualism, and metrolingualism. Not since the 1970's has there been so much creativity, dissention, and pluralism in our profession. However stimulating this may be to those who are doing cutting-edge research in our field, it has been fairly unsettling downstream in the lives of teacher trainers and classroom teachers, who no longer work in a sure and stable world. This session is designed to clearly lay out several of the major shifts, their accompanying vocabulary, and look at a few of the practical for the classroom.

**Abstract No: 3053**

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**What Perceptions Do Korean Middle and High School Teachers of English Have on English Education Policies?**

The starting point of this study is to ensure that government-led English education policies are adequately linked to the national curriculum at the classroom level. To do this, we surveyed the perceptions of middle and high school English teachers at Daegu Metropolitan Office of Education, Korea and analyzed the factors contributing the differences among them, finally deriving the implications for improving the English education policy. Teachers were asked online to answer their opinion on the policy expectations of the projects in 2010 and the policy evaluation in 2016. 557 middle school and high school English teachers in 2010 and 482 of those in 2016 participated in the survey. After examining the responses, we conducted written interviews with three middle school teachers, three high school teachers, and one supervisor. The results of the study showed the differences of both perception and implementation of English education policy among middle and high school teachers. The results also suggested the direction of the policies improve English education in Korea.

**Abstract No: 3054**

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**Developing Student Workbook for Global Business Communication**

This session will present the process and the result of developing the workbook for the course titled Global Business Communication. The necessary competences for students needed to communicate for business in global contexts were first discussed; then, the contents required for each competence were identified; and finally class activities for 15 weeks were developed. The units developed for the workbook include 1) socializing and networking with individuals; 2) communicating with large audiences through signs, posters, and web pages; 3) producing documents professionally using styles and guidelines; 4) writing effective emails and letters; 5) making and giving effective presentations; and 6) dealing with contracts and nondisclosure agreements (NDA). Each unit has two to five chapters to cover the basics. Each unit provides the self assessment of the communicative competences required for the unit. Each chapter begins with an inductive activity to introduce the basic concepts; various activities that makes student listen, read, speak and write; and ends with student videotaping activity. The authors wish to interact with audience to get feedback on the contents and activities of the workbook. The presentation will provide ideas and insights for those who need to develop student-centered courses for Business English or Business communication.

**Abstract No: 3055**

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**Snake – ing Line Technique in Practicing Dialogs to Boost Students' Self - Confidence**

Dialogs are related to speaking skill. Creating them interesting is challenging. Not only just read , the students also need to digest the expressions so they will run naturally. Teachers need some efforts to do so. To increase their individual confidence , group work and memorizing will be the foundation before it came to individual action. This research was done by the writer to find out that dialog could be done in different ways, not only fun but also increasing students \_self - confidence in producing the expressions. This also changed the perception that memorizing is only an old – fashioned style of teaching since this old technique was used to start the Snake- ing line technique. This technique focused on the speaking skill. The writer used descriptive qualitative research. The data of the study were from the class actions in the classroom including exercises and final test of the students.

The participants were from the students of third semester in STBA Pontianak. The research instruments were taken from the communicative speaking test (final test) and questionnaire from students which were given at the end of the semester related to the lecturer's teaching process. The result of the research was amazing when the technique was applied, they were enthusiast and their self- confidence also got highly increased than before.

**Abstract No: 3056**

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**From Literature Class To Personal Development: Can The 21st Century Learners Relate?**

The 21st century education framework calls for collaboration, communication, creativity and critical thinking skills. Hence a literature class in a second language is expected to be organised in a way that can optimise language learners' collaborative efforts, communicative, creative and critical thinking skills. It is time for educators to stop spoon-feeding the 21st century learners with prescribed interpretations or responses to literary texts. Instead, for personal development to take place during literature class, it is the aesthetic reader responses which must be elicited in the learners. This paper will discuss the pedagogical processes called the F.O.R.C.I.E Approach which can be adopted by English educators to give learners opportunities to develop personally, creatively and critically in collaboration and through communication with others during the literature class. The F.O.R.C.I.E. (Foregrounding, Recall/Reason, Comprehension, Interpretation & Evaluation) is a data-driven approach which is developed from the integration of two theories: Rosenblatt's Transactional Reader Response (1978) and the more contemporary Foregrounding Theory (still developing) by Miall and Kuiken (1991). Rosenblatt's theory was used to explain aesthetic responses among English-native learners and Foregrounding Theory is mainly considered a literary theory. However the F.O.R.C.I.E. Approach is contextualised in a second language setting and to an extent has contributed to both personal and linguistic development of language learners. This paper will discuss the elements of both theories, the pedagogical tasks derived from them and also the ways educators can implement the approach in their literature class.

**Abstract No: 3057**

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**A Bilingual Child'S Reading Comprehension on a Narrative Story: A Case Study of a-Six Year Old-Bilingual Child**

This report summarises the findings with regard to a case study of a-six year old- bilingual child's reading comprehension on narrative texts. The study was aimed at looking at the link between the experiential meaning of the original texts and the child's attempts in reinterpreting the original versions. The data were collected from two samples of children story books and audio recorded utterances with some non-English words were translated. The data were analysed by using Systemic Functional Linguistics Framework with the focus on the System of Transitivity in order to identify participants, processes, and circumstances found in the texts. According to the findings, there was a relevant correlation between meanings of the texts and the reader's interpretation which was indicated by the huge number of material processes being shared in both texts. However, the shifts in process types occurred in several clauses even though the frequency was very less. This is just a different way of the reader in reinterpreting the text. Considering the pitfalls of this case study, a rigorous study is still needed to gain richer data for the future research by combining multi approaches, e.g. combination between multi-modality (grammar of visual semiotic analysis) and bilingualism

principles and theories.

**Abstract No: 3058**

**Mastering Speaking Skills in Academic Environment**

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Nowadays due to close integration of researchers from all-over the world English teachers are faced with the issue of providing training for scientists who need to improve their speaking skills in order to be efficient in any academic setting. Such necessity causes a challenge to many English instructors because they often need to go out of their comfort and expertise zone working with specialists from various fields.

The present presentation focuses on experience of the speaker working with Master and PhD students from fields of knowledge and research different from her specialization. The author tries to share activities, tasks and exercises she has developed to offer to her students. The suggested approach can be implemented with students of a rather high level of independent research work being suitable for any subject area, because it involves speaking skills necessary for any academic environment. Such activities to develop speaking skills are being discussed as: discussions of articles for general audience from a specific research field; debates on issues presented in a commonly read specific scientific article; and an oral presentation with a Q&A session on a part of conducted research work, e.g. a chapter from a Master thesis.

**Abstract No: 3059**

**Teaching Phonics in the EFL Context**

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In this presentation, I will present a synthetic review of empirical studies on teaching English phonics in Korea where English is used as a foreign language. Teaching English phonics in the EFL (English as a foreign language) context is different from that for children whose native language is English. While native English-speaking children have grasped spoken language in English by the time to learn phonics, EFL learners begin to develop both oral language and phonics knowledge at the same time. Therefore, it is essential to have a mechanism, in which EFL learners can utilize their already-developed native language abilities and knowledge in learning English phonics. Teaching English phonics in the EFL context is also different from that for children who speak English as their mother tongue, expecting EFL learners to pronounce English well through learning English phonics knowledge. This presentation also examines the role of phonics in developing reading comprehension and literacy in English because developing reading comprehension and literacy is considered the goal of learning phonics knowledge. The results of this presentation contribute to the research literature on teaching phonics in the EFL context.

**Abstract No: 3060**

**Japanese Students' Willingness to Communicate in English as a Lingua Franca with Asian Students in Asean Contexts**

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People in Asia are increasingly required to communicate with each other in English in this era of Asian globalization. To prepare university students for this globalizing world, providing opportunities to interact with Asian counterparts would be not only crucial in learning about each other's culture but also effective in improving their English communication skills. However, such alternative has yet to become familiar with Japanese EFL professionals and learners who have faith in western native English speaker norms. The present study draws on previous research (Kobayashi, 2011; Ujitani, 2011) conducted with Japanese students who engage in communication with other Asian nonnative English-speaking students either in ASEAN ESL contexts or international volunteer projects. The

impact of Japanese students' interactions with Asian students on their communication was examined through an analysis of interview and other data collected from Japanese students and local educators. Our preliminary research findings suggest that Japanese students' interaction in English as a lingua franca contributes to their willingness to communicate in English. Focusing on this positive outcome, we discuss tentative reasons such as Japanese students' perceived cultural similarities with other Asians. We conclude with pedagogical implications that both ESL and EFL educators should be interested in designing and implementing programs where Asian students can interact with each other in ASEAN contexts.

**Abstract No: 3061**

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**Inferring Pedagogical Implications From Translating the Javanese Wulang Reh Verse**

In the Indonesian context, education bodies are the most important gate keepers of the dissemination of virtues, the establishment of rule of conduct and character building. The globalization, democracy, and the fast growth of information technology have made the role of educators even more challenging and demanding. The Wulang Reh verse that consists of Javanese moral teachings is an invaluable source of rules of conduct, morality, and good personality in many different contexts of life. With specific reference to the *guru gatra* (number of lines in a stanza), *guru wilangan* (number of syllables), and *guru lagu* (rhyme at the end of every line). Wulang Reh verse is supposed to be read as a musical macapat. The translation process itself has been a demanding and challenging experience for the translators. The complexity in terms of meaning and form and how these two components should be made proportionally addressed in the process of translation from the old Javanese into English seems to be a good experience to share both for practical and theoretical purposes. With regard to the content, instead of seeking values from external sources, this verse of virtues would be a good source for establishing standards of good conduct and national character for the Indonesian students.

**Abstract No: 3062**

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**Change in College Entrance Exams and Washback Effects on Teachers**

It is often found that students in Japan emerge from post-elementary education with minimal English communicative competence. In an effort to change this, the Japanese government is moving toward replacing current college English entrance exams with exams that have a more communicative focus, such as the GTEC CBT which is CEFR-aligned and uses task-based language teaching concepts, hoping that they will encourage stakeholders to emphasize building communicative competence and change the way English is taught and learned in classrooms. Under the noted circumstances, the current study was set to investigate whether the change to the exams would affect teachers, who are pivotal in determining whether washback occurs, in the ways the government intended. Approximately 200 Japanese secondary school English teachers completed a questionnaire about the current change to the exams and provided information such as their opinions regarding whether they think their teaching will change and classroom activities which they believe would increase. The data from the questionnaire showed that about 96% of the teachers favor changing their teaching style due to the current change to the exams. About 82% of teachers have a favorable opinion toward the current change to the exams, and a majority of the teachers believe productive skill focused activities would increase in their classrooms due to the change. In our presentation, we will discuss our



interpretation of the data in relation to the government intended changes in learning and teaching.

**Abstract No: 3063**

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**Students' Perspective on the Use of English as Foreign Language in Higher Education**

Lack of motivation, minimum improvement, and low scores have proven that the English class given as a mandatory course in higher education needs to be improved. Therefore, this qualitative study attempts to examine the perspective of college students regarding the English course (MKU Bahasa Inggris) they have to take during their study in the university. More specifically, this research focuses on finding out 1) what motivates college students to learn EFL, 2) what they expect from English course in higher education, 3) how often they have to use English to support their study, and 4) whether the students' perspective matches the curriculum that lecturers use to teach English in higher education. To find out the students' perspective, a survey was used. Need analysis questionnaire were distributed to as many as 190 students from various majors in Yogyakarta State University. To find out what curriculum is used in the current teaching of English in higher education, the researcher interviewed lecturers who taught these students and reviewed the materials used. The result reveals that students aims in learning English in higher education appear to be different than what the lecturers and the curriculum think they should be. The data indicated that college students are more future-oriented and focused on long- term goal, and that the current curriculum and resources may not be able to keep up with their needs unless adjustments are made.

**Abstract No: 3064**

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**Designing a Skill-Integrated Coursebook for Listening and Speaking Classes of English Language Education Department**

This study aimed at providing the students of English Language Education Department, Yogyakarta State University, particularly the sophomore (4<sup>th</sup> semester), ample materials to improve their listening skills that in the end they will contribute to the improvement of their speaking skills. It gathered information on the students' needs, including their learning needs and wants. The students were asked to fill out a questionnaire online. The results gathered through the questionnaires suggested that the students agreed on the integration of the learning materials between listening and speaking. They agreed with the idea that the materials they obtained in Listening class contribute to their improvement in Speaking class. Further details of the results showed that students were more interested in learning through audio visual materials than audio materials alone. The students were likely to prefer entertaining materials such as film clips, songs, or talk shows as the input texts. An interesting fact was revealed that students still needed printouts to which they can refer to get some information and references about useful expressions or conversation gambits. In other words, students need a coursebook that meets their needs to help them improve their language skills and maintain their interest in learning as well.

**Abstract No: 3065**

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**The Effects of Flipped Learning through Using English Novels for EFL College Students**

Flipping the classroom has got attention as an innovative teaching method that emphasizes student-centered learning in various fields of subject across different levels of education. This study shows the effects of flipped learning using literature to engineering majors at a university level of education. Two classes that are using the same texts were offered simultaneously: one was a flipped learning (FL) class and the other was a non-flipped learning (NFL) class as a control. Students in the FL class watched a video material related to the content of the novel as a flipped learning process and prepared for particular roles for various class discussion activities before they came to a class. In contrast, students in the NFL class did not watch a video and class discussion topics were provided by the instructor in class. Other class procedures, such as novels used and quizzes, were the same in the two classes. The cloze test scores for testing English ability improved more for the FL class (13%) than for the NFL class (51%) in the posttest. Surprisingly, however, the score of class satisfaction was lower for the FL class (3.7) than for the NFL class (4.1). The results show that although the FL class was more effective to improve students' performance than the NFL class, students' satisfaction for the class showed the opposite results. This suggests that the pre-class video watching and the preparation for the discussion topics at home seemed to provide a heavier burden to the FL students, leading to less satisfaction for the class, even though FL was more effective to improve their English ability. The discrepancy between student performance and satisfaction in the FL setting needs to be considered for its effective implementation in EFL classrooms.

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**Teaching Vocabulary: Moving from Basic Grammar into Complex Multi-Word Expressions and Idioms in Context**

A knowledge and understanding of vocabulary is considered to be an integral part of an EFL learner's overall competence. Since an understanding and production of text normally involves more language than using simple words in isolation, EFL learners need to progress beyond the basic grammar and instead need to be taught more complex multi-word expressions and idioms in context. As it stands now, even high performing Korean TOFEL and TOEIC students often find it difficult to express their ideas and opinions since they fail to progress beyond interpreting basic English vocabulary. This presentation demonstrates how the misuse of verb tenses has been a major impediment for Korean learners. Then, it illustrates a learning experiment through which learners can make proper but very simple English sentences using 200 carefully selected verbs drawn from elementary school textbooks. Following this framework learners can make up to 20,000 sentences and immediately use them in everyday situations. This presentation also extensively examines the disparity between the specific nature of English verbs in relation with the corresponding not-so-specified Korean verbs. Employing specific tablet-based activities, learners are made aware of collocation, and begin to understand English sentences in context and to learn general strategies, thus eventually acquiring communication skills, rather than memorizing English sentences and their meanings.

**Abstract No: 3067****The Power of Peers: NPRMS in the EFL Classroom**

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With increased focus placed on the number of Japanese university students who study abroad, the need for greater preparedness has become increasingly more important. The utilisation of near peer role models (NPRMs) has been documented as an effective approach to increase enthusiasm through the demonstration of ideal selves leading to greater self-efficacy. Over the past six years, three separate action research projects were undertaken in an attempt to determine if NPRMs could effectively enhance intercultural awareness, increase motivation, and improve knowledge related to studying abroad among students preparing to embark on study trips.

Interviews with study abroad returnees revealed that sparse attention was given to competencies other than language training prior to their departure, and as a result, many of the interviewees reported they encountered various problems while studying abroad. Second-year students enrolled in an intensive English program were targeted for these action research studies in order to better prepare students for potential issues that occur during study abroad trips.

Participants will be shown how the projects were established, an overview of the results, and how students perceived this approach. The presenter will also provide observations on the effectiveness of NPRMs for preparing students to study abroad.

**Abstract No: 3068****Research Trends in Learning – Teaching Method from 2007 to 2016; A Content Analysis of Publications in Selected Journals in English Education**

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Language learning-teaching has grown and developed every year. Competence Based Learning has been introduced in Indonesia for more than ten years at the school level and more than fifteen at the university level. The goal is for students to acquire the knowledge, skill, and attitude competencies. Now, this research is to discover the current trends to what extent learning-teaching method researchers have addressed the issue. The value of examining research trends is that to see the status of academic discipline periodically looks at for the purpose of learning where it has been, where it is currently, and where it tends to be in the future. It can help ELT academics, researchers, policy makers, or university managers to see research studies that were mostly as well as rarely explored. A Content Analysis method is used in this study. A total of 100 education research reports published were examined. The data were English educational research reports from Indonesia, Asia, ICC and OCC. They were randomly selected and collected from open sources using keywords. The findings revealed that recently the most frequently studied was the innovation in emerging uses of ICT. The massive use of it has contributed to the many new possibilities of using technology in learning and teaching English, for instance *blogs, twitter, facebook, edmodo, podcast, and etc.* Mostly learning-teaching method research deal with skill rather than knowledge or attitude competency. In addition, researchers were not familiar with attitude in CBL and attitude values in C13 towards English learning-teaching method.

**Abstract No: 3069**

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### **How to Design School-Based Curriculum to Promote Junior High School Student's International Perspective and Understanding**

As is well known, China is a grand nation of the world's largest population. English teachers in China are normally faced with the situation that a large number of students with varying degrees of English capacity are in a same class. Under the circumstances, regular classes can hardly cater to the demand of student's individual development. Therefore, it is of paramount importance that school-based curriculum should be effectively implemented to educate truly outstanding global citizens. This paper counts a real case of my school, which is an attempt in the field. It offers an example of designing school-based course. Practice has proved that the approaches for schools to prepare their own school curriculum can take these aspects into consideration: analyzing students' learning situation, integrating teaching materials, defining course orientation, organizing design ideas, arranging class hours and contents, making teaching suggestions, giving advice on evaluating student's learning effect, and putting forward suggestions on the development and utilization of the course. This paper aims to offer some inspiration for those teachers who have to face similar problems as we do by sharing the design description of one of our school's curriculum.

**Abstract No: 3070**

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### **Redefining Communicative Competence in English Used as a Lingua Franca**

There has been an overwhelming increase in the use of English as the medium of workplace communication. As a result, the linguistic landscape within which we operate as researchers and teachers has changed radically. Some people learning English may end up living in Southampton or Sydney, but the vast majority will use it to communicate with others who have also learnt it as a foreign or additional language, or speak a local variety of English. Now, Asia has more English users than the total number of first language speakers of English in the UK and North America, and many of them are communicating with each other in English.

How English language teaching and learning develops in the near future must reflect this pivotal shift in focus. So what are the teaching implications? It's not a case of presenting some standard international varieties of English to replace the native-speaker model, but of setting priorities and teaching the language our learners need to ease communication in lingua franca settings: (1) adaptation and accommodation strategies, (2) dealing with unfamiliar accents, (3) politeness strategies, and (4) spotting communication breakdown.

Based on research findings and our own interviews with Asian professionals who work internationally, we would like to present a number of practical exercises and activities for Business English and General English contexts for you to try out next week in class - and which could give substance to our practice in the future.

**Abstract No: 3071**

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### **My Students Don't Know Where I Come From: A Non-Native English-Speaking International Teacher's Perception of Working in an EFL Context**

Although recent research has advocated the value of non-native English-speaking (NNES) teachers for their high language awareness that is essential for effective teaching (Garcia, 2008), limited studies have examined the experiences of NNES teachers who teach as

international teachers in an EFL context. Through a qualitative case study approach, this paper aims to explore a NNES international teacher's perception of working in Taiwan. Data were collected from oral narratives, semi-structured interviews and documents. They were analyzed based on Carspecken's (1996) and Charmaz's (2006) models of preliminary analysis and coding strategies. The results showed that our participant's perception of good pedagogy may be in conflict with that of her administrators, students, and parents. She was directly questioned and challenged for her language proficiency regardless of her professional knowledge and teaching experiences. To avoid such conflicts, the participant became more careful with her accent and with the revelation of her nationality to young students. Such results suggest the reproduction of Native Speakerism in the Taiwanese society without taking advantages of NNES international teachers' linguistic and cultural diversity in English teaching. Worse, this ideology may sacrifice the participant's ethnic identity. As such, this study cautions that, with the rapid development of globalization and international interaction, more attention should be paid to the role of NNES international teachers. The potential of their multilingual practices might have been underestimated or neglected. To allow them to fully exert their influence, the beliefs of parents, students and administrators are decisive factors worthy of further investigations.

**Abstract No: 3072**

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**Positioning English Used by Indonesian Speakers of English in an International Context and Its Implications for ELT in Indonesia**

There is little doubt that as a result of its spread throughout the world, English has been gaining popularity as a global language. As the number of English users is increasing, the spread has brought about the emergence of new varieties of English, including that of Indonesia. In terms of Indonesia's language policy, English has been given the status of a foreign language since the beginning of its independence; however, in an era of globalization where nations the world over have become so interconnected in terms of economy, culture, and even politics, Indonesia has to position itself as a competitive country. The language that is used for international communication is undoubtedly English. Therefore, it is important to position the use of English by Indonesian speakers in International contexts. This paper presents a range of conceptualizations of English in international contexts (e.g. Canagarajah, 2013; Jenkins, 2009; B.B. Kachru, 1992; Pennycook, 2010). English used by Indonesian English speakers (IE speakers) is then positioned within the conceptualizations. Implications for ELT in Indonesia are also discussed.

**Abstract No: 3073**

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**Using Collaborative Sensory Detail Chart to Increase Number of Content Words of Students' Descriptive Writing**

As writing to be the most difficult skill in learning foreign language, English as a Foreign Language (EFL) learners need to experience a stimulating learning activity in their writing practices. In her study, the researcher promoted the use of sensory detail chart in a collaborative learning aimed at increasing number of content words in her EFL students' descriptive writing. In her research, the writer aimed at investigating how the increase of number of content words in students' descriptive writing is after using collaborative sensory detail chart. She implemented this strategy by doing a classroom action research in two cycles in which thirty students are reinforced to gain more detail information in writing descriptive text of certain familiar topic. The use of sensory detail chart stimulated students to explore their five senses to specify any properties or characteristics of the

subject discussed. Collaborative learning helps learners to get more detail descriptions on the topic. The researcher conducted pre- and post-tests to measure the number of content words in students' descriptive writing. From her study, the researcher found that the content words of students' descriptive writing increased for 62.44% in terms of nouns for 44.73%, of verbs for 70.13%, of adjectives for 57.95%, and of adverbs for 153.44% in the first cycle. The increase was even higher in the second cycle. The result of post-test 2 indicated that number of content words of students' descriptive writing boosted for 138.17% in terms of nouns for 103.37%, of verbs for 114.29%, of adjectives for 95.04%, and of adverbs for 118.38%. From this result, the researcher concluded that the use of collaborative sensory detail chart was successful to increase number of content words of students' descriptive writing in terms of nouns, verbs, adjectives and adverbs. Thus, she suggested the use of sensory detail chart in collaborative learning, especially in writing descriptive text.

**Abstract No: 3074**

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**Teacher'S Written Corrective Feedback on Students' Writing Dulce Et Utile of Narrative Text**

This research analyzes corrective feedback on students' writing to find some errors in students' writing dulce et utile of Narrative Text. The researcher wants to know to what extent does teacher's written corrective feedback help the students' ability to revise their writing errors in their writing dulce et utile of narrative text.

The research questions are formulated into: (1) To what extent does teacher's written corrective feedback help the students' ability to revise their grammatical errors in their writing dulce et utile of narrative text (2) To what extent does teacher's written corrective feedback help the students' ability to revise their lexical errors in their writing dulce et utile of narrative text (3) To what extent does teacher's written corrective feedback help the students' ability to revise their interpretive error (content error) in their writing dulce et utile of narrative text and (4) To what extent does teacher's written corrective feedback help students' writing skills.

In order to answer the research questions, the researcher collects a personal writing dulce et utile of narrative text with the teacher's feedback as the source of data. Another data is teacher's written corrective feedback on the students' writing dulce et utile of narrative text. After the data are analyzed underlining, circling, and scoring descriptively, the researcher inserts the data finding into the sub strategies of cognitive strategies and types of the students' writing errors.

The result of the analyses shows that teacher's written corrective feedback can increase the students' ability to revise their grammatical, lexical, and interpretative error, even though they make errors. It is caused by insufficient competence of grammatical knowledge, lack of vocabulary, and the concept of generic structure well, but their writing texts become better than before getting feedback.

**Abstract No: 3075**

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**Foregrounding Global Citizenship in EFL Teaching : The Implementation of Unesco's Model of Core Values**

Teaching English is a subject requiring both scholarly and critical sophistication, and a clear idea of what is entailed in teaching the most global language and how to characterize it. It requires some very conscious consideration of values embedded in it. Although the curriculum subject of English is continually reviewed and revised in all English speaking countries, one thing remains: that it gives teacher the opportunity of taking students beyond the mere language competencies. Teachers can

address essential values for students at the same time as they teach English. Particularly, they can make this double aims by using UNESCO's model of valuing process in teaching. This paper will be focusing on the exploration of valuing process in English classroom using UNESCO's model of *National unity and global solidarity* values in English classroom. Three themes central for the conversation of *National unity and global solidarity* values are: Love of Country, Democracy, Active & Responsible Citizenship, Interdependence, International Understanding, Global Peace, and Unity and diversity. These values anchor as the prevailing issue of global citizenship. On the basis of UNESCO's concepts of valuing process, it will be underlined that teaching value-laden issues is feasible and demandable within English classroom.

**Abstract No: 3076**

**A Search for the Components of Global Citizenship**

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As the Japanese Ministry of Education announced a new initiative to produce future –global human resources,|| universities have been creating new programs with a strong focus on English while more and more companies in Japan have either adopted or been promoting an –English- only|| policy in the workplace. However, some educators are concerned that this policy may strengthen linguistic or cultural imperialism, and doesn't lead to the production of truly international-minded graduates who can function in the globalizing world.

By a questionnaire survey to over 200 company employees in various sectors who are working in the international arena, a detailed statistical analysis was done to identify the competencies and skills that are deemed indispensable for global citizenship. The questionnaire consists of knowledge, attitudes and skills required for global citizenship, referring to various sources including the European framework called FREPA published by the European Center for Modern Languages (ECML), critical thinking descriptors used in North America and abilities that OECD's 21<sup>st</sup>-Century Skills promote. Previously, similar attempts were repeated with smaller numbers of subjects to come up with the present questionnaire.

Actually, it was found that a majority of these subjects with international working experience value various generic competencies, especially those encompassing critical thinking and problem-solving skills as highly as English proficiency. Also, people in the upper management placed more importance on the knowledge of and adaptability to diverse multilingual and multicultural environments that future global citizens will inevitably face.

**Abstract No: 3077**

**An Analysis of Engagement Resources in English Economic News**

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The aim of this research is to investigate what kind of engagement resources are involved in English economic news discourse and their distribution features. In particular, the functions of all these engagement resources will be explored. Such a study is important in order to enrich the application of appraisal theory in economic news discourse to some degree as well as help readers develop the habit of reading critically. The data collected in this research are at least 30 pieces of economic news randomly chosen from Financial Times and The Economists, which will be analyzed both qualitatively and quantitatively with the help of the software called UAM Corpus tool available on line. The findings from this research provide evidence that in economic news discourse, all kind of engagement resources are involved and the distribution of these resources follow certain rules. The heteroglossia resources are far

much than the monoglossia resources. The main conclusions drawn from this study are all these engagement resources play an important role in economic news discourse, also based on which, the speakers or writers' different stances are presented. This dissertation recommends that readers should read economic news more critically and develop their own understanding.

**Abstract No: 3078**

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**Quiz-Demonstration-Practice-Revision (QDPR) to Improve University Students' Pronunciation of English Labiodental Fricatives**

The current study aimed to investigate the effectiveness of Quiz-Demonstration-Practice-Revision (QDPR) in improving university students' pronunciation of English labiodental fricative consonants: //f/ and /v/. To achieve the goal, the present researchers conducted an experimental-control group design. The experimental group was taught using QDPR the second step of which the students were explained how to produce the target phonemes in Bahasa Indonesia. Prior to the treatment for the experimental group, both of groups were given an oral pronunciation test related to the target phonemes. After the treatment, an oral pronunciation test was administered to both of the groups. Additionally, a questionnaire was distributed to all students. The collected data were submitted to a paired-sample t-test to determine whether QDPR was effective in improving their pronunciation of English labiodental fricatives. The results of data analysis have revealed that (1) QDPR was significantly effective in improving their pronunciation of English labiodental fricatives and (2) QDPR significantly helped the students, not only to improve their pronunciation but also to advance their knowledge of pronunciation. One of crucial pedagogical implications of the study is that QDPR can be an alternative model to English pronunciation instruction in EFL classrooms.

**Abstract No: 3079**

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**An Autoethnography of Electronics Expert as Electronics Engineering Student in Polytechnic**

Studying in polytechnic as electronics engineering student is very different for Indonesian electronics expert in ASEAN Skills Competition and World Skills Competition point of view. The paper delivered description of an expert in electronics perception towards becoming student of electronics engineering in polytechnic. It provides precious information for academician in dealing with the particular types of students and their high expectation towards engineering education. It is also necessary to encounter the miscellaneous problems in teaching Vocational Higher Education to prepare students to be high quality future engineer. The descriptions are about learning style, motivation, expertise, curriculum, and final project. Generally polytechnic created alumni of diploma and bachelor degree. The vision and mission of the Vocational Higher Institution is to produce excellence alumni to be hired in challenging and promising engineering field. Some of the students are brilliant and able to adapt with high tension and frustration in engineering education. Lecturer need to be more creative and open minded in treating the particular students. Lecturer is an irreplaceable manager and motivator through the ages.



**Abstract No: 3080****Pedagogical Movements in Teaching English in the Emerging Issues of World Englishes**

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The emerging world Englishes (WE), or the spread of English globally, has led to changes about the way English is valued and taught. The global status of English and its varieties has made non-native speakers (NNS) to be exposed to many Englishes to choose. This paper discusses a possible pedagogical move into non-inner circle Englishes teaching of English to Indonesian learners.

The movement makes changes in the areas of newly acknowledged “place” of NNS teachers, English varieties to be exposed to the learners, which standard to adopt, the production models to choose, and the production target for communication. NNS teachers will no longer be marginalized by NS teachers who have had a status as an important criterion in the hiring of English teachers. In addition, which English varieties to learn depends on the purpose of learning English while the standard to adopt would remain one of the inner-circle Englishes. In terms of models for production and production target vary depending on the target community the learners will communicate in English. This paper would provide English teachers/practitioners with a new perspective of teaching English, make them aware of the possible implications in ELT, and give them flexible choices in their teaching.

Thus, as a consequence of the changing status, role, and function of English, ELT practices may move to a “new place,” which means that inner circle Englishes will be no longer dominant, and NS teachers will not be prominent, and thus, the rising status of NNS teachers will be acknowledged.

**Abstract No: 3081****Critical Thinking for Pre-Service English Teachers (PSETS): An Urgency Towards World Competitiveness**

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This study aims at identifying how critical thinking as one of essential learning and innovation skill in the 21<sup>st</sup> century framework is articulated in the policies for Pre-Service English Teachers (PSETs) in Indonesia. The policies analysed for this study are the 2015 National Standard of Higher Education (NSHE), the 2012 Indonesian Qualification Framework (IQF), and 2016 curriculum for PSETs of National University (Pseudonym). The researcher identified the target competencies in the three policies and compared them with the notions of critical thinking framed by philosophical, psychological, and educational approach. The findings indicate discrepancy in terms of explicitness of critical thinking. It is stated explicitly in the NSHE as the target competency for the undergraduates. Although there is not clear explanation about the operational definition of critical thinking in NSHE, the stated target competencies could be identified as compatible with the notions of critical thinking. Meanwhile, in the IQF level 6, critical thinking is not stated explicitly as the target qualification for the undergraduates. However, the determined qualifications could be interpreted as the characteristics of critical thinking. This is aligned with the finding on the curriculum for PSETs. Critical thinking per-se is not stated explicitly as the target competency for PSETs. Conversely, the stated target competencies can be categorised as the notions of critical thinking. These findings indicate the lack of a solid concept of critical thinking in the policies. How it is understood by the policy makers might impact its articulation in the policies, including the curriculum for PSETs.

**Abstract No: 3082**

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**(Un)matching Beliefs about Effective EFL Teachers: A Qualitative Study**

Teachers' knowledge and skills on teaching English in non-English speaking countries are crucial to make students understand the lesson taught. These characteristics can lead to teachers' effectiveness when teaching the language, which in turn will lead to students' achievement and proficiency. With regard to this, teachers and students may have (un)matching beliefs about characteristics of effective English as a foreign language (EFL) teachers.

This on-going study investigates students' and teachers' perceptions on characteristics of effective EFL teachers. Three university students and two English teachers participated in this research. All participants studied and taught in an English Education Department of a university in Indonesia. The data were collected using in-depth interviews.

The preliminary findings of the study showed that student participants had somewhat different beliefs from teacher participants. In terms of approach, all student participants preferred student-centered learning, while teacher participants were not sure if student-centered learning approach could be used to teach all courses certain courses. The teacher participants The other characteristic of effective EFL teachers, both student and teacher showed matching beliefs in terms of content knowledge or teacher's knowledge and understanding on the subject matter.

The study implies that students' and teachers' beliefs may have been constructed differently and influenced by background knowledge and experiences in English teaching and learning. The study also suggests that quantitative research be conducted to triangulate the qualitative findings.

**Abstract No: 3083**

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**Cultural Capital of Bilingual: A View Towards Communicative Competence**

English as a foreign language has been used for various reasons in certain communities in Indonesia. The phenomenon creates a bilingualism condition, which leads to the fact that some students at tertiary level use it functioning as the second language instead of the local one for the means of communication among their peers. It refers to Bourdieu theory of cultural capital (2006) which states that education as the determinant of cultural capital aggregate chances of profit which is effective in the social space. Since the process of communication forms the interplay between two languages, it leads to the selection of linguistic and cultural knowledge which they activate in interaction. It is a fact that English language learning might be part of second culture learning and adaptation. Therefore, the concept of communicative competence that is what the speaker needs to know to communicate appropriately in particular language community is adopted to view in a specific context and communicative purpose. The paper will describe the interaction of social and cultural knowledge of English learners in English Department student community. It involves the concept of cultural capital and communicative competence in learning foreign language to manage a communication across culture appropriately.

**Abstract No: 3084**

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**Does exposure to L2 affect Cultural Intelligence?**

Despite the globalization and the fact that the world seems smaller and 'flat' in many ways (Friedman, 2005), the growing cultural diversity creates challenges for individuals, making the world 'not so flat' after all. Cultural intelligence (CQ), defined by Earley, Ang and Tan (2006) as "a person's

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capability for successful adaptation to new cultural settings” (p. 5), has been linked to task performance in such contexts. Despite the emphasis on internationalizing higher education and the increased culturally focused initiatives across campuses, fewer than %7 of college-level students meet even basic standards for CQ by the time they graduate with a bachelor’s degree (Lopes-Murphy, 2014). The present study intended to find the relationship between CQ and the 2nd language being studied and sought to determine whether there was any significant difference between Freshmen and Senior undergraduates of 5 majors (Farsi literature, French translation, English literature, Russian language, and Arabic language). The 198 participants were chosen through convenient sampling. A quantitative design was adopted while the cultural intelligence conceptual questionnaire (Earley & Ang, 2003) was utilized to assess the students’ CQ. Four factors were analyzed quantitatively; the metacognitive factor analysis showed indistinguishable results, the cognitive factor analysis presented a significant difference between the Russian and Farsi groups; the motivational factor analysis regarding the Russian and Farsi groups showed similar results, there were also significant differences between French and Arabic as well as English and Arabic students’ CQ. For the behavioral factor the results illustrate a significant difference between English and Farsi group.

**Abstract No: 3085**

**Incorporating Extensive Reading into Your Classroom**

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Recently, extensive reading has become a hot issue among English teachers as an alternative way of learning reading –a kind of classic method known for years but a new way of reading classroom for Japanese universities. When teaching reading class, especially extensive reading, there are several ways of incorporating it. When we take a close look at –extensive readingll classrooms, we can recognize that there exist various applications and styles that are called –extensive reading.ll To select right materials, right volume of tasks and appropriate teaching method for our students, we need to know our students, especially about their habits and attitudes towards reading.

To investigate ways of incorporating extensive reading, Nakanishi (2001) described one way of utilizing extensive reading in a university setting. The presenter will discuss the significance of incorporating extensive reading into classroom settings derived from research data. Extensive reading is a tool for enhancing the facilities of critical thinking, analysis, reflection that could consequently improve all aspects of language proficiency and at the same time increase the degree of input, especially crucial in EFL contexts. Some previous research, however, showed a lack of confidence of utilizing extensive reading. Therefore, the presentation will include examples of how extensive reading could be incorporated into various classroom settings. The focus will also be on the limitations and constraints faced by classroom practitioners in their respective workplaces.

**Abstract No: 3086**

**Code-Switching and Code-Mixing in Bilingual Communication: Language Deficiency or Creativeness?**

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The use of code-switching and code-mixing is one the communication strategies in bilingualism. They occur not only in everyday communication but also in formal situations, such as in the teaching leaning activities in English classroom. The objective of the study was to investigate the students’ reasons of using code-switching and code-mixing in their oral communication at Islamic University of Jember. Questionnaire about

the reasons of using code switching and code-mixing and classroom observation to the use of code-switching and code-mixing applied by the sixth semester students' of English Education Department at Islamic University of Jember were conducted to get the data. The result of data collection was in the form of description of the students' use of code-switching and code-mixing applied in the classroom which were categorized into two different tendencies: as a language deficiency or creativeness of the English language users. The data, then, was analyzed to get what types of code-switching and code-mixing mostly used, what tendency that were generally found, and how the students used them as the communication strategy. Further, the result of study could be a basic data to know the reasons why the students switch and mix code in their oral communication and how they apply them as the communication strategy. It can also be a reference for the English teachers/lecturers to take an appropriate action to assist them in their communication strategy.

**Abstract No: 3087**

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**Upgrading the English Language Competency with the English Language Teaching Policy**

There has been a greater demand of English language competency towards university graduates in Indonesia's job market. The score of a language proficiency testing has been used as measurement of language competency; however, the practice of teaching English in Indonesian higher education institutions is a challenge in itself. In this paper, the author will discuss the policy which demands university students in Indonesia to have a certain score of English language proficiency testing upon their graduation to show their English language competency and therefore winning the job market, and how this policy influences the curriculum for the teaching of the English language in Indonesian higher education institutions. The paper will be pointing out the status of English Language Teaching in Indonesian higher institutions as well as requirements of several universities for their students to have a certain score of English language proficiency testing prior to graduation. The author will give examples of the implication of the policy toward the practice of the English language teaching in Indonesian higher education institutions. This paper would show that the policy of owning a certain English language certification with a minimum obtained score encourages universities to enhance the practice of English language teaching for their students as well as encourage students to do self and continuous learning of English language for their own personal development.

**Abstract No: 3088**

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**Maintenance of Bilingual Education among the Children of Indonesian PhD Students Studying at The University of Leeds**

Having children who can speak more than one language is seen as a pride for some families. They think that it is a kind of opportunity to have a bigger chance to compete in this modern era because language is a mean of communication. Therefore, many parents apply bilingual education in their family in order to 'create' bilingual children starting from their early ages. Moreover, the opportunity to study abroad and bring family while studying gives their children more chance to experience the first and second language acquisition at the same time. This study focuses on PhD students from Indonesia who are studying at the University of Leeds for three to four years, bring their children along, and send their children to a formal school whose instructional language is English. There are three questions to be addressed in this study: 1) What is the language policy in the family while they are in the United Kingdom? 2) Why and how that policy runs? 3)

What is the further implication of the policy towards choosing the school for their children after they come back to Indonesia. In order to answer those questions a case study is carried out and questionnaires and interviews are used as the research tools.

**Abstract No: 3089**

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**The Students' Perception Toward Comprehensive Examination of English Proficiency at English and Literature Department of Alauddin State Islamic University of Makassar**

This research studied about the students' perception toward comprehensive examination of English Proficiency at English and Literature Department of Alauddin State Islamic University of Makassar.

Questionnaire (closed-ended and open-ended items) was distributed as instrument to 25 students of English and Literature Department, academic year 2010 and 2011 as the sample of this research. Then, in analyzing data the researcher used descriptive quantitative method, it aimed to know students' perception toward comprehensive examination of English Proficiency at English and Literature Department of Alauddin State Islamic University of Makassar.

The result of this research showed that there were some difficulties that students faced in comprehensive examination of English Proficiency at English and Literature Department of Alauddin State Islamic University of Makassar. They were in structure section, listening and reading section, difficult in limitation time and difficult to get the target score. Then 56% students stated comprehensive examination of English Proficiency had important role in English and Literature Department because it was useful and good subject in order to measure students' English skills.

Based on the result, the researcher concludes that most of students perceived that comprehensive examination of English Proficiency was important. Therefore it should be places as one of requirement to pass in university.

**Abstract No: 3090**

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**Critical Literacy-Forming Discourse: A Critical Discourse Analysis of the Intersity British Parliamentary English Debate**

Critical literacy is language use that questions the social construction of the self. This is the way that different voices, narratives, individuals and groups are chained, accepted, or silenced. In the context of debate, critical literacy is formed at the point how the judges and audiences interpret the debaters, the case, the arguments and the competition. This paper presents the dimensions of critical literacy that debaters try to shape, and pinpoints the linguistic strategies that they use to do so. This paper draws on a Critical Discourse Analysis (CDA) of the career of organizers of the Jogjakarta Debating Forum as debaters and judges and an analysis of a video of the Grand final round in the National Universities Debating Championship 2016. The analysis of this paper demonstrates that debaters utilize language to shape the perception of their ideological stance of their discourse. This can be viewed not only from their arguments as organized and compelling to construct their own identities and the narrative of the case but also from the characterization of opponents' arguments as a way to recruit the audience and judge into a particular role, positioning them as sympathetic to the debaters' case.

**Abstract No: 3091**

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**Hyland's Model of Argument in ESL Writers Essay**

Persuasive writing is used frequently in the academic world. It is used to convince readers to change their views, attitude or behaviour towards an issue or idea. In the academic world, it is used when writing proposal, critical analysis report, research papers and to argue a point or idea. In order to be able to persuade or argue an issue or idea well in the written mode, it is important to use the appropriate rhetorical structure. The appropriate rhetorical will help to achieve the writers' objective and intention. This paper examined rhetorical structures used by fifteen ESL writers in their persuasive essay. The essays used were produced as part of a writing class assessment task. The researcher employed Ken Hyland's Model of argument (1990) as the tool of analysis in identifying the rhetorical structure realised in the students' essays. The findings will help in explaining the common and uncommon rhetorical structure used based on the model that Hyland has developed. The implications from the findings are useful for educators of academic writing and syllabus designers as more focus activities can be given to areas that are least used by ESL students and this will help learners be better persuasive writers.

**Abstract No: 3092**

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**Writing Academic Essays: Gender Differences and Students' Use of Discourse Markers**

One growing discussion related to gender differences and language includes studies on discourse markers (DMs). Not only does this feature play an important role in spoken communication, it is also important in written one. Previous studies (Tse & Hyland, 2008 and Yeganeh & Ghoreyshi, 2015) suggested that there are some discrepancies among scholar whether gender differences influence the use of discourse markers. In addition, gender differences and the use of discourse markers by EFL students in essays have not been extensively discussed. Therefore, this study aimed at elaborating the gender differences in the use of discourse markers in academic essays. This study involved 30 essays, 15 essays written by female students and another 15 essays written by male students. Those essays were selected randomly from Critical Reading and Writing 1 (CRW 1) courses. The study aimed at analyzing the differences and similarities in the use of discourse markers between female and male students' essays based on Fraser (1999) and Hyland (2005) theories. The results discussed how gender differences influenced the use of language in EFL settings. Finally, this research concluded the discussion by giving some implication which can be applied in writing classes.

**Abstract No: 3093**

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**Indonesian EFL Teachers' New Identities Portrayed in Written Discourse Styles**

English may still imperialize the world EFL speakers, including but not limited to Indonesian EFL teachers, in term of composing essay especially the argumentative ones. An early observation shows that Indonesian EFL teachers tend to compose argumentative essay regarding to English culture namely straight forward written discourse style. However, they tend to put aside their circular rhetoric style in which it is the mostly-used style of oriental culture, including Indonesia. This study aims to investigate whether Indonesian EFL teachers have shaped their new identities and what rational beyond the new identities formation portrayed in their written discourse style in composing argumentative essay. This study employs six essays as objects of this study composed by Indonesian

EFL teachers during their master study times. The six essays are analyzed qualitatively to answer the two research questions. Result shows that all six essays portray new identities shown by Indonesian EFL teachers where they try to negotiate their background cultures with the English cultures in term of the written discourse style. Another interesting result is that all six subjects consciously want to compose good argumentative essay based on the English straight forward written discourse style as the parameter.

**Abstract No: 3094**

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**Fostering School-University Collaboration in Teacher Education Program**

Teacher education has a great responsibility to prepare teachers to have good academic qualification and professional, pedagogical, interpersonal, and social competences. It means that teachers need to have good knowledge in the subject matter and to be able to implement it in teaching and interact with school \_actors' properly. University, as the teacher education institution, however, focuses more on theoretical and conceptual aspects of teaching. The students-teachers read many books about teaching methodology and study various approaches, methods, other relevant theories of teaching. However, it seems that they are difficult to correlate this knowledge with the practice situation in school contexts. The arena for acquiring more practical knowledge of teaching is the practice field, school (Smith, 2016). In other words, the practice field also plays a central role in preparing students-teachers with more understanding on the settings of teaching field and circumstances of teaching and learning lives, so they can imagine how to implement theories and concepts of learning and teaching into practice (Legutke & Ditfurth, 2009). Therefore, the partnership between teacher education and school needs to be created. Luciana (2004) also recommends that the relationship between the teaching and learning activities in the teacher education and teaching and learning activities in schools must be built soon. This paper will briefly discuss the benefits and challenges of having collaboration with schools. Some practices of how emerge the practice field or school experiences into teacher education will be also proposed.

**Abstract No: 3095**

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**How Would Our Students Like to be Corrected? : A Study on Learners' Beliefs about Language Learning Strategy**

Many scholars believe that learners' beliefs play an important role in the learning process as they affect the ways how the learners approach language learning. The study of learners' beliefs has been popular since Horwitz developed a set of questionnaires to assess beliefs, i.e. Beliefs About Language Learning Inventory (BALLI) in 1985. Since then, a great number of studies have been carried out all over the world, in different contexts with a variety of results. A number of Doctoral theses have also been written based on comprehensive researches using BALLI. One of the reasons why the study of beliefs has attracted researchers and education practitioners may be the fact that beliefs are a central construct in every discipline which deals with human behaviour and learning (Sakui and Gaies 1999; Ajzen 2005). This study is going to examine how students with different levels of proficiency prefer themselves to be corrected. Therefore the writer intends to select 2 students from high achievers, medium achievers and low achievers. All together the number of the participants will be twelve. The deep interview will be chosen as the data collection technique as the writer believe that this technique can dig as much information as possible from the participants and can yield very

comprehensive result. The finding of this study will explore how students from different levels of English proficiency develop beliefs on how others should correct them “properly” when they make a mistake.

**Abstract No: 3096**

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**A Case Study of a Seven-Year Old Indonesian-English Bilingual Child in a Trilingual School**

Additive bilingualism is a process of learning a second language without replacing the first language (Lambert, 1975). However, the emergence of bilingual schools which use English as the medium of instruction has created fewer opportunities to speak the first language. English is mainly used as the medium of instruction for English, Sciences, and Mathematics. These three core subjects are predetermined by the curriculum and have been the main focus of the school. This research aims to investigate the Indonesian-English bilingual child who studies at the 2<sup>nd</sup> grade level of a trilingual elementary school. This study on bilingualism will focus on investigating the participant’s proficiency in Indonesian (L1) and English (L2). Apart from that, the factors behind the bilingualism will also be discussed by investigating the parents. The result of this study showed that the participant’s parents played a significant role behind the child’s speaking proficiency in English. The mother believed that learning English could help her son to build a global networking in business. However, this has taken the role of Indonesian as the first language. The mother even admitted that his son spoke English better than Indonesian. Eventually, as a mother, she had to choose between Indonesian and English, and her decision to choose English was related to material resources presented by Norton (2013). Moreover, the school where the child studied was seen to support her decision. By using 63% English and 15 % Indonesian, the parents believed that this school could facilitate their son to master English.

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**Bilingualism and Biliteracy in Home and Community Contexts: A Case Study**

This paper investigates the bilingual and biliteracy practices at home and in the neighborhood contexts of an emergent bilingual who begin to develop literacy in two languages, Indonesian and English. A case study of Adam (pseudonym) a seven-year-old Indonesian child and his family living in a diverse community in the U.S. Midwest is presented. This case study included observation, an interview with Adam’s mother, and collection of textual or visual evidence. Findings indicate that people in Adam’s family and community had rich opportunities to draw upon multiple languages orally, including their dialect as their first language. Moreover, trans- languaging and code-switching between different languages were frequently used in processing information or communicating with others in everyday interactions. Regarding biliteracy practices, however, people had limited opportunities to draw upon their first language, meanwhile English as their second or foreign language was predominantly used. In Adam’s community, literacy resources in first languages were only utilized when business owners target bilingual customers, such as in the international market or community mosque. The implications of this study underscore the need to develop additional literacy tools and resources in both English and Indonesian to foster biliteracy development in the young bilingual child.



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**The Role of Rich-English Environment in Enhancing TEFL Effectiveness**

In international schools, the number of students whose English is not their first language has increased significantly, especially in Southeast Asia region ([iscresearch](#)). The rich English exposure within school environment has led to an assumption that English Language Learners (ELLs) can improve their English proficiency once they enroll in the school. Factors such as native English speaker teachers, English as the language of instructions, and English exposure in all academic areas and using English in daily communication among teachers and peers are major parts of the school environment that ELLs could benefit from.

This study investigated the following research questions: (1) *What are the elements of a rich-English environment?* (2) *How does the rich-English environment enhance the effectiveness of English Language Teaching (ELT)?*

A mixed method between quantitative and qualitative research was adopted. Field notes in class observation are used to identify the elements of rich English exposure at Bandung Independent School. To measure the effectiveness of English Language Teaching, a benchmark test (PM Benchmark) was conducted at the end of each semester to a population of 33 elementary students categorized as English Language Learners (ELLs).

This data analysis shows that rich-English environment contributes significantly to the effectiveness of English Language Teaching.

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**CLIL-Based English Learning at Primary School and the Students' English Achievement at Lower Secondary School**

With the emergence of the Economic Community of South East Asian Countries since 2016 people in these countries are assumed to communicate with one another through a lingua franca, and English is a language accessible for every citizen for communication. In order to accelerate the English proficiency, CLIL-based English learning model at early age is recommended. However, a few studies on this have been conducted. It was empirically verified that the students joining the international class program of a university-based laboratory school achieved favorable results in Science, Math, and English. Through the three English-based subjects the students have improved the target language since there are 4 (four) pillars in the implementation of CLIL, namely cognition, content, communication, and culture which encourage the use English to understand other subjects. Further, CLIL is seen as a dual-focused educational approach in which the teaching and learning process focuses not only on the content or subject and not only on language because the targeted outcome is on both the content and language. In a way more specific, CLIL is a way of teaching where subject content – for example, history, science, or physical education – is taught in another language (often English). It aims at improving the students' competence both in English and the content subjects, which will in turn enables them to excel in later studies. Therefore, this study is intended to investigate the impact of CLIL-based English learning at primary school on the students' English achievement at lower secondary school.

**Abstract No: 3100****Can ELT Play a Role in Peace Education?**

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In a world fraught with conflict and social injustices, this paper argues that the English language classroom can promote awareness of peace, good will and understanding. The proposal is based on the fact that there has been a rising lobby in the ELT profession, promoting the teaching of intercultural understanding, empathy, human rights and social justice which is felt to contribute positively to language learning in general and ELT in particular.

Taking my cue from Edge (2006), two specific issues are emphasized – the importance of *context* and a *respect for difference*. This has promoted a tendency in the English language teaching fraternity to extend the borders of respect to an environment where due respect is given to *difference* and to the *other*.

English has the potential to open opportunities for peaceful understanding and social change. Friedrich (2007) advocates a new linguistic peace model of communicative competence. She proposes an additional competency – of peace and social well-being promotion – to the four traditional communicative competences, grammatical, sociolinguistic, discourse and strategic. Expressed in pedagogic terms, there is therefore a strong need for curricula, materials, methods and tests to focus not only on accuracy, fluency and appropriacy, but also on flexibility. In short, the current ELT classroom requires teachers, materials, tasks and methodology to act in synergy in order to produce positive agents of change that may operate as a cumulative peace builder.

**Abstract No: 3101****Qualifying EFL Teachers in The 21<sup>st</sup> Century**

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In this presentation, I will talk about the need for qualifying EFL teachers who should be able to cope with the challenges of the 21<sup>st</sup> century in order to meet the needs of individual learners as well as whole communities. Following Doler's report, the qualification of teachers in the twenty-first century is based on four pillars of education: a) learning to know, b) learning to do, c) learning to be and d) learning to live together (Tawil & Cougoureux, 2013). Following these principles requires EFL teachers to be 1) fully competent and proficient in the English language, 2) teach the language well and able to think reflectively, 3) employ skillfully technological devices and applications, and 4) develop competences to promote living together in mutual respect through constructing a positive identity of themselves and their students. EFL teachers can do that through involving the pupils in the learning process using interesting and authentic instructional materials in an attempt to develop positive character traits, understanding and appreciation of intracultural and intercultural norms and empathy. To do so, a global inclusive citizenship education should be adopted to empower the learners from different ethnic, racial, linguistic or cultural groups and to reclaim global social injustices (Abdi, 2015). Such type of education could be achieved through adopting the project-based approach including involvement in community activities that allow learners to participate actively, think, talk, write, deliver oral presentations and participate in dialogues and discussions. The activities in community service projects would include initiating social programs, defending human rights, participating in debates, writing letters to concerned bodies and making presentations.

**Abstract No: 3102**

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**Preparing for Globally Competitive EFL Teacher Graduates: the Mismatch Between Policy and Practice in Learner - Centred Pedagogy**

Pre-service teacher education institutions around the world are urged to produce quality graduates who will be able to meet the requirements of global markets. Yet it is claimed that many teachers, who are mostly graduates from teacher training institutions, are of low quality (Chang et al., 2014; Lie, 2007; Madya, 2009; Marcellino, 2008). This paper aims at disseminating the result of a critical ethnography study focusing on the learner centred pedagogy which constitutes some challenges in preparing globally competitive EFL teacher graduates in Central Java, Indonesia. Globalisation theory by Appadurai is applied to explain the presence of the mismatch between policies and practices in English language teaching limited to the area of pedagogy. What is desired in the global, national and local institutional policies are not always implemented optimally in classroom. Policy makers need to consider this mismatch as a concern in producing quality EFL teachers. This disjuncture on learner centeredness may indicate either the lack of awareness of the global message by local institutions or the lack of acceptability of learner centeredness in the local context; teacher centeredness may be more favoured in application. Therefore, this paper provides meaningful insights towards the debate on the implementation of learner-centered pedagogy which influences the formation of quality EFL teachers not only locally and nationally but also in the broader context of teacher preparation globally.

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**How Much Is Enough?: English Language Teaching for (Very) Young Learners**

In the last decades, although it is not easy to make general claim about how much English is used in the society because of the wide varieties of use, the language has been undergoing significant development in Indonesia. This includes the teaching of English at earlier age of the children. As Laufer (2008) depicted, English is seen as the important foreign language to be taught.

The concept of global citizenship comprises the integration of the fields of economics, politics, and culture and some others as one of its elements. In this context, English language is one key component. In preparing for the best human resources, the teaching of English becomes a key factor and determines the success or failure of its program.

This presentation portrays the result of an investigation towards the implementation of English teaching in an early childhood education institution in Jakarta. The exploration includes teachers' and parents' perspectives towards the children's English language competency, their perspectives about the teaching of English in the institution including the teaching duration, and observations on the teaching and learning activities in the classroom. The data will be collected through interviews and classroom observation. The research is conducted as an evaluation towards the English language teaching program in the institution. The presentation is expected to be attended by teachers, policy makers and educational researchers.

**Abstract No: 3104**

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**English Coursebooks According to the Social Semiotic Perspective in Indonesian Context**

English coursebooks are essential in the English class. Both teachers and students rely much on them. Therefore, those coursebooks must have clear and appropriate underpinning philosophy or approaches on language and language learning. Many experts such as Halliday believe that language is a social semiotic. This means that language is a meaning making tool in our social activities. People make meanings through language. Therefore, English coursebooks must be in line with the idea of language as social semiotic (Halliday 1978). Since language is used in social activities, the philosophy or approach of language learning in English coursebooks must follow the idea of learning as a social practice. Therefore, the English coursebooks must take into account learning theories which rooted from the social cultural theory. This paper discusses the principles of English coursebooks based on the social semiotic perspective and socio cultural theories in Indonesian context. Hopefully, this paper will give insights about English coursebooks from the social semiotic perspective for English coursebooks and materials developers especially in Indonesian context.

**Abstract No: 3105**

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**Classroom Setting Fundamentals and Speaking Skill Improvement**

Speaking is one of the four language skills that gives the speaker the passage to address an issue, put forward ideas, and express feelings. Improving students' speaking skill has been a challenging endeavor among English language instructors worldwide. This concern led to a quantitative study examining the role of the classroom setting in enhancing interactions among students in pursuit of improving their speaking skill. The present study reports the role of the classroom setting fundamentals in shaping English speaking skill ability of 52 postgraduate students of an English course in a public university in Northern Malaysia. Speaking skill of the participants was compared before and after the English course was conducted, and a questionnaire consisting of 7 close-ended items on the role of the classroom setting in enhancing interaction as well as speaking skill was administered to get a deeper understanding on the role of the classroom setting in shaping speaking skill. The performance of the students in pretest and posttest was compared and analyzed to determine whether the students have improved. Descriptive data obtained from the questionnaire were reported in frequencies and percentages. In essence, findings of the study show a strong positive relation between the classroom setting and speaking skill improvement among the students. The findings of the current study have highlighted the importance of the classroom setting in promoting students' speaking skill. Nonetheless, more work is needed to determine the best student-centered classroom activities in pursuit of speaking skill improvement.

**Abstract No: 3106**

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**Global Competence: Producing Global-Ready Students in the EFL University Classroom in Japan**

With the social phenomenon of transnationalism becoming progressively prevalent in Japan, an increasingly rising number of Japanese youth can no longer relate to the same models of identity, gender roles, and beliefs and values as did the youth more than 30 years ago. In particular, the new generation of Japan with different ethnic, social and economic backgrounds are seeking an updated model of education that reflects their identity as belonging to an acknowledged multicultural Japanese society

and no longer being categorized as an —outside entity. The education system in Japan is receiving outside pressure to not only to train its youth in skills such as critical thinking and creativity, but also to prepare them to be global-ready citizens and understand the importance of diversity. The majority of Japanese youth still do not understand what it means to be global-ready and is therefore both pertinent and required that they build on their global competence to become global thinkers; providing them with the skills and knowledge needed not only for their survival in a changing world, but for them know who to build a peaceful one for their futures. Which direction will Japan be taking in dealing with the education of these issues, in relating them to the current Japan of the 21<sup>st</sup> century? This presentation will explore the meaning of global competence, explain reasons why Japanese youth desperately need to acquire this particular skill, following with the presenter explaining how students can effectively learn to become global-ready in the EFL classroom.

**Abstract No: 3107**

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**The Relationship of Students' Attitude Toward English Language Learning and English Language Achievement**

Though English is still taught as a compulsory subject in Indonesia, English language has become more important and played more significant role in Indonesia's quest of becoming a developed nation. Despite this, the English proficiency level of Indonesian students is still far from satisfactory. One of the factors contributing to this is students' attitude towards English language learning. This research aimed to find whether there was a significant relationship of students' attitude toward English language achievement. Respondents were 555 students who took General English subject (2nd semester, 2014-2015). Data treatment used were the mean score, Pearson correlation. The findings from this study shed light on the relationship of attitude and achievement on General English subjects. It was shown that the students' attitude on English language learning was on the high level. Also, referred to the Academic Standard of Universitas Klabat, their English language achievement was 76.18 which meant *Above Average*. The study also found out that there was a significant relationship between students' attitude and their English language learning. It can be concluded that it is a need to keep the students aware of the importance of English language for their present study and future's working world, maintain the high level of attitude on English language learning and encourage the students to be more proactive and autonomous alongside with the university's effort of providing more English learning materials through different resources on campus.

**Abstract No: 3108**

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**Perplexing Problems of Introducing Culture in Teaching English as the World Lingua Franca: A Literature Review**

Introducing culture into language *teaching* is a must due to the fact that language and culture are inseparable. When teaching English for example, the culture of the language being learnt should be introduced. However, as English, now belongs to the world as its lingua franca, spoken by several different nationalities, the problem of introducing culture into EFL teaching is perplexing. It is not an easy step that can be programmed in a quick do-it-yourself kit. In a TEFL country such as Indonesia (could be some other TEFL countries), introducing culture into English teaching is extremely difficult for various reasons and whether it is actually necessary to teach it considering the objectives of TEFL in Indonesia. Whose cultures are going to be introduced could be serious problems looking at the fact that now days

there are more English non-native speakers rather than native speakers. Consequently, they will bring their own cultures when speaking in English. Additionally, the limited time allotment for teaching the language itself, the immense amount of materials to be covered, the lack of resources and the teachers' questionable competence in handling the subject could also be questionable. This article will review some related literature of the existing potential problems of teaching English as the world lingua franca followed by some suggestions and recommendations.

**Abstract No: 3109**

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**Interactive Read Aloud for Indonesian EFL Students**

Interactive Read Aloud is an engaging reading instruction which teachers or parents read text aloud to children. The activity incorporates expressive reading, inquiry, and dialogue to critically make sense the story world of a text. It is widely used in many English Language Learners activities either at home or at school across different countries and becomes a common culture in many classrooms and communities. However, the scant number of study in EFL setting shows its low emphasis in enhancing interactive read aloud for EFL students, especially in Indonesia which its National Curriculum is a text based standard. As such, this study is aimed to promote interactive read aloud for EFL students. A pioneer case study will be conducted in one of Indonesian EFL classroom settings to observe how the instructional practice is modified based on its classroom culture. It will also be beneficial to present in-depth discussion about how a new reading instruction can adapt with the current Indonesian National Curriculum and can influence EFL students' engagement as well as motivation in reading English text. At the end, it is expected that this study can enable EFL educators in using interactive read aloud as a classroom habitual tool to make sense the reading together with students.

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**Developing Learner Autonomy and Metacognitive Skills in EFL Class**

The purpose of this research is to investigate students' perceptions of their language learning strategies in order to promote learners' metacognitive skills in the context of the Mongolian National University of Education. As an empirical inquiry, the data for this research is drawn from online questionnaires and reflective journals from six students enrolled in different courses in the capital city Ulaanbaatar, Mongolia. The pedagogy of these students is examined through the analysis of online questionnaires in this paper. To frame the study, metacognition, learner autonomy in language learning in the literature was reviewed, discerning the ways in which the term has been defined.

The study highlights that being autonomous learners in a language learning context does not necessarily result in the students' possession of autonomy in every aspect of their learning. It confirms that self-regulated learning can be a social process and does not necessarily refer to learning in isolation. Learner autonomy manifested for learners in the Mongolian higher education context. Influencing its manifestation were issues related to language learning strategies, personal orientation, resources and the ways in which these are fostered to develop as an autonomous learner. Critical thinking became an important dimension marking the development and manifestation of autonomous learning among students.

Findings suggest that learner experience in a tertiary education setting demonstrates the effect of learner autonomy as power, in and on the learning context. From a pedagogical perspective, the main focus of this research is to help learners to be aware of their confidence, to be motivated,

and to develop their ability to control their own learning.

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**Factors of Semantic Errors in the English of ESL Learners**

Semantics is the study about the –toolkit for meaning; knowledge encoded in the vocabulary (words and phrases) of the language and in its patterns for building more elaborate meaning, up to the level of sentence meanings (Griffiths, 2006). In accordance with the definition, the semantic errors cannot be avoided from the learners of English for Speaker of Other Language (ESOL). Therefore, The objective of this paper is to describe the common semantic errors made by ESOL learners in Malaysia and to find some factors why the learners did the errors in English. Therefore, the qualitative data were randomly collected from 20 students by using the diary note and documentation techniques. Furthermore, Oxford Advanced Learner’s Dictionary International Student’s Edition was used as a tool to investigate whether the languages (words or phrases) are correct or error. After that, two native speakers were asked to validate whether the words or phrases made by the ESOL learners are error or not. Then, semi structured interview would be used to get the reason from the participants on why they did the errors. As a result, there are 20 English vocabularies commonly used by the ESOL learners and considered as semantic error. Moreover, there are three main causes why the learners get used to do the semantic errors in their English. In conclusion, the semantic errors do exist in the learners’ English language. In so doing, English teacher should take an action to correct the students’ English.

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**Can Grammatical Accuracy and Gender Predict Use of Request Strategy?**

One of the most contentious yet important issues in the field of interlanguage pragmatics is related to the interrelationship between grammar and gender, and pragmatics. The present study was aimed at examining whether grammatical accuracy and gender were statistically significant predictors of use of request strategy (direct or conventionally indirect). Participants were 39 seventh semester students (29 males and 10 females) enrolled in a four-year undergraduate program in International Business Management at one public higher education institution in Bali. Their English proficiency levels ranged from pre-intermediate to intermediate, with the majority of them falling into the former. The participants were asked to write an e-mail based on a situation carefully designed so as to necessitate the use of conventionally indirect request strategy. Grammatical accuracy was operationalized as average score per T-unit. The head act of the request was coded as either direct or conventionally indirect. Binary logistic regression was conducted on the data with  $\alpha$  level ( $p$ ) being set at  $p < .05$ . The results revealed that of the two predictors in the model, neither grammatical accuracy (Wald = .72,  $df = 1$ ,  $p = .40$ ) nor gender (Wald = .67,  $df = 1$ ,  $p = .41$ ) was a statistically significant predictor of request strategy use. Use of request strategy could not also be significantly predicted from the interaction of grammatical accuracy and gender, Wald = .66,  $df = 1$ ,  $p = .42$ . These results indicate that the odds for using conventionally indirect strategy are similar regardless of level of grammatical accuracy and gender.

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**Change Regular Students into Assets in the Global World: A Case Study of a Middle-Class Japanese University**

In 2014, Ministry of Education, Culture, Sports, Science and Technology Japan (MEXT) announced to confine their funding for college globalization to some top institutions in order to accelerate globalization on the national level (Matsumoto and Maruyama, 2016), and thirty-seven colleges and universities were chosen as –super-globall institutions for funding. Most of them are popular research universities, and their students have high English proficiency at school entry. Majority of Japanese students who are studying at other 741 institutions in Japan, however, do not get benefits from the MEXT’s policy or globalization programs designed for these privileged students. Thus, this paper suggests a program to develop global competencies for college students with low-intermediate English proficiency and without much experience of going abroad, based on a case of Global Active Program (G.A.P.) at Fukuoka University.

G.A.P. started in 2012 as a program to develop global human resources who can actively participate in today’s global world. The average TOEIC Listening and Reading score of Fukuoka University students is around 400 points at school entry, and most of them have no or very limited international experience. Through data—e.g. student and TA questionnaires, course evaluations, TOEIC score changes, and so on—G.A.P. indicates four important elements of programs which can develop high English proficiency and other global competencies: (1) focus on communication skills both in L1 and L2, (2) exposure to human resources inside and outside school, (3) workshops before-and-after overseas programs, and (4) visualization of the program through rubrics and e-portfolios.

**Abstract No: 3114**

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**Washback Effects of the National Exam on the Integrity Index of the Test Takers**

A study on washback effects of high-stake tests has always been very interesting. A meta-synthesis study done by Au (2007) involving 49 research studies on high stake testing and curricular control indicates that high stake tests have predominant effects on curriculum implementation. A study on washback effects of high-stakes tests on the integrity of the test takers and the personnel administering the tests will add to the body of knowledge about washback effects of high-stakes tests.

The National Exam implemented in Indonesia in the last ten years has invited controversies among different parties due to its status as a high- stakes exam. One of the important arguments of the people against the National Exam is that as a high-stakes exam involving all schools throughout Indonesia at the same time, requiring a very complex management, the integrity of the test takers and the other stake-holders may be negatively affected. On the other hand, people in favor of the National Exam argue that the results of the National Exam can be used to compare the competencies of all students in Indonesia against the national standard of competencies so that the quality of education of all schools in Indonesia can be mapped out.

My paper is trying to examine the washback effects of the National Exam on the integrity index of the test takers and the personnel administering the exam from year to year as a result of the implementation of different policies of the Government of Indonesia.



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**Equipping Pre-Service Health Workers With Adequate English in Preparation for the Economic Society of Asia**

English has been a lingua franca among people in the Southeast Asian nations. As a result to the status, pre-service health workers are required to master adequate English for finding a better job in the neighboring country in order to participate in the Economic Society of Asia as well as to be one of global citizens in the world through using English. In response to the need, a set of language training for these pre-service health workers were conducted. These trainings included English for Occupational Purposes and cross cultural understanding. Pre-graduated students from three different departments (blood transfusion technology, medical record and pharmacy departments) in the health polytechnic of Bhakti Setya Indonesia were given the English trainings all in one day, in the seven consecutive days of graduate preparation trainings. Specific materials were designed to meet the needs of the graduates in relation to job seeking and coping with different culture in the neighboring countries. This article is a reflection and evaluation to the training to investigate more needs to be met in the next annual graduate training in the next academic year.

**Abstract No: 3116**

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**Portrait of Critical Literacy Journey in Asia: What (A Few) Researches Tell Us**

Regardless growing emphasis on its importance, critical literacy remains under-practiced particularly, in EFL setting. Studies on the enactment of critical literacy practice is limited but the number gradually rises in the past decade. This paper revisits studies on critical literacy in the EFL setting to see what the available researches have to offer practitioners and to get the general portrait of critical literacy practice, particularly in Asia. The studies are reviewed to see (1) method or framework of implementation (2) challenges identified (3) material used (4) teacher/ students' response and (5) students/ teacher literacy journey. The review discloses that the practice of critical literacy either as mainstream or add on project mainly and possibly conducted by balancing conventional and critical literacy simultaneously. The challenges that are identified include linguistic barrier, cultural issue, time, and curriculum constrained (high-stake testing). The material used are mostly teachers selected and are varied both in form and content. Upon getting involved in critical literacy practices, students responded well on the activities and tend to be able to develop critical stance regardless their English proficiency level. Interestingly, however, the practice in the classroom still largely depends on the teachers' craftsmanship and exploration on students' willingness to question the world without the teacher is less explored. This potentially results in vulnerable practice of critical literacy due to teachers' power that remain high. Finally, the paper also discusses several critical thoughts on critical literacy with one aim to embrace critical literacy in EFL setting critically.

**Abstract No: 3117**

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**Evaluating Teachers' Feelings Towards a Professional Teaching Standards System: A Case Study in Indonesia**

This paper is an evaluation of the teachers' attitudes and feeling towards a *Professional Teaching Standards (PTS) system*, which was implemented in an English language school in Indonesia three years ago. This school has branches on three islands, Jawa, Bali and Sumatera and at the start of this study had 17 branches, however, only the 10 schools, which have implemented the PTS system were used for this study. This is

the first evaluation of the Professional Teaching Standards system since it was implemented in 2012. This system was designed to help teachers reach a higher standard of teaching and not make teachers be standard in the way they teach. The aim of the study is to see how teachers' feel about using different professional development activities. Teachers also get a chance to express how supported they feel by the organization to continue their personal development.

All of the teachers at each school were sent a link to a questionnaire through their personal email. The Academic Team Leaders and Senior Teachers had a different questionnaire, which had the same type of questions but were worded from their point of view, which is helping the teachers use the PTS tools. After receiving feedback from the questionnaires, the data was processed then a few individuals were contacted to set up an interview to ask some follow up questions. This research was conducted for the academic team in our organization to know what needs to be improved in the *Professional Teaching Standards* system.

**Abstract No: 3118**

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**Strengthening Students' Literacy Through Reflective Essay Writing:  
An Implementation of Writing to Read Program in Higher Education**

Literacy is a condition where a person has capability to read for knowledge, write to share knowledge, and think critically. Students' literacy is a never-end issue in the field of English Language Teaching. Studies have been carried out to investigate literacy practices in various level of education including higher education. Among the problems of students' literacy in higher education are the amount of their reading and writing practices and their motivation to read and write. The current paper is intended to share an experience in strengthening students' literacy at the English Department of State Islamic Institute at Tulungagung, East Java. The preliminary investigation of the study revealed that many students did not read the reading materials prior to their classes. In addition, their comprehension was relatively low as represented in their paper works. Therefore, a program that integrated reading and writing was urgent. Under a Classroom Action Research Design, the present study was conducted to propose writing to read program as an alternative to strengthen the students' literacy. In such program, the students were required to write a reflective essay on the selected topics they had to read prior to classes. The findings showed that writing reflective essay helped students strengthen their literacy as well as improve their motivation to read and to write because the reading and writing activities were done in a more relax and supportive environment, at home.

**Abstract No: 3119**

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**Test Validity: English Test for Testing English Competence and  
Critical Thinking**

This research was conducted in order to assess one of the English entrance tests to a private university in Indonesia for its validity and reliability in order to test students' overall English competence and critical thinking at the same time. The English test consisted of 30 items and were distributed for easy, medium, and difficult questions and were graded differently based on its type. The test takers were senior secondary school students applying to study at the university who origin from 106 schools with a total number of 418 students while the test was designed by the English lecturer at the university using several English test books as references. The test was assessed for its content and construct validity and reliability. Using the theories of test validity and reliability (Weir, 1993; Bachman & Palmer, 1996; Harrison, 1983; Hughes, 2003;

Brown, 2004), it was found that the test was still very weak in validity especially in the construct validity yet high in reliability. Though there were some weaknesses for test composition and test validity, this research will be very useful for every English lecturer who design any English test so that the concern will not mainly rely on testing the students' acquired content knowledge but also on how to enable them to think critically in that language.

**Abstract No: 3120**

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**Where Has ELT in Indonesian Higher Education Been?: A Case Study of ELT Planning in Indonesia**

Globalisation has triggered the increasing internationalisation process in higher education institutions in the globe. Presenting education services has been associated with English medium instruction (EMI) practice. Many Indonesian universities have adopted EMI practice. However, there is little evidence that a systematic process of evaluation of these practices has been undertaken. This paper explores the stakeholders' perspectives on EMI practice in one university in Indonesia. In addition to the documents of each department curriculum, this qualitative case study utilised focus group interviews with five content lecturers and three persons of the University authorities to gather relevant information. Data were analysed using thematic analysis. Findings indicated that both stakeholders had a similar view on the importance of English in the global job market, science, and technology, and hence articulated their support for this practice. However, there was a gap between these perspectives and the articulation of the institutional policy concerning the value of English proficiency to be emphasised in each department curriculum. The study disclosed the incoherence between the institutional goal to equip its graduates with the English proficiency and the arrangement endeavoured in English course curriculum through the majority of the departments. Despite this inconsistency, the documents-based analysis indicated some opportunities to practise EMI in several particular departments in the University. Content-based language teaching (CBLT) appeared to be a more effective approach in supporting EMI practice in the institution. Finally, the paper suggests ways to bridging this gap, particularly regarding the arrangement of ELT planning at the University.

**Abstract No: 3121**

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**More Than Just Vocabulary Search: A Bibliographic Review on the Roles of Corpora of English in 21<sup>St</sup> Century ELT**

This paper examines the literature on the roles of corpus linguistics on 21<sup>st</sup> century ELT. The analysis focuses on answering the question of -How far have we come, where we are now in terms of direct and indirect pedagogical corpus applications? (Römer, 2010). The data collection involved using the search tools on the Pennsylvania State University's library website (including the Proquest e-brary feature) and Google Scholar to collect research articles published in reputable journals. Books and book chapters containing anthologies of research reports were another source of the bibliographical data. The study reveals that the corpora of English available online, such as the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA) have been utilized beyond the traditional online 'vocabulary search'. These corpora have been rich resource for empirical-computer and web-assisted investigations of linguistics patterns to inform ELT either directly or indirectly. The main theme in the pedagogically-oriented corpus approach studies as an indirect application of corpus approach is the discrepancies between various linguistic features as they are covered in

ELT textbooks with corpus findings of naturally occurring English. Direct application of corpus linguistics on ELT is the data-driven learning (DDL) that advocates inductive and self-regulated learning through hands on practices of discovering language patterns by examining concordance lines produced by computer softwares specially designed to assist ELT. Once an under-represented method of ELT, DDL is now thriving to gain popularity as the digital, computer or web-assisted language learning emerges.

**Abstract No: 3122**

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**English Study Program No Longer a Choice?: An Insight in the  
Midst of the Many Choices of Higher Education Study Programs in  
Indonesia**

In Indonesia, English study program is considered one of the oldest study programs which in the past became one of the highest preference of high school leavers who wish to study English further in higher education level. This is due to, among others, opening more work opportunity in industry. English proficiency is indeed the number one requirement in many job vacancies, besides IT knowledge and other soft skills required for a job. With the many choices of study programs offered by higher education in Indonesia, nowadays, however, the interests of high school leavers are into more 'sophisticated' or more professional study programs whose skills and knowledge will hopefully help them get a job easily when they graduate. The mastery of English language can be obtained through informal English language courses.

This paper will discuss whether English study program is still school leaver's preference and if it is, what are the reasons of their choice and what are their expectation of choosing the study program. In depth interviews with first year students of English study program was also conducted to gain insights of their choice of English study program for their future work after graduation. The study will hopefully help higher education in the development of English study program in the future.

**Abstract No: 3123**

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**Bilingualism Developed by Students and Mechanics of Engineering  
Schools**

The aim of this paper is to explore the language used by students and mechanics of engineering schools, Purworejo, Indonesia. The researcher assumed that the language used by students and mechanics when they were learning the engines is not mono-language. On the contrary, students and mechanics of engineering schools used more than one languages in the process of learning. It meant that bilingualism is logically used by them inside and outside classroom. The researcher, estimated that the languages used by students and mechanics are English and Javanese. English is commonly used for naming the tools, components, and engines of vehicles. Further, Javanese is possible used by students and mechanics because mostly the students and mechanics are Javanese speakers. Then, the researchers writes the research questions: (a) what are the languages used by students and mechanics when they were learning the engines, tools, and components of vehicles? (b) Do they use bilingualism inside and outside classroom? To answer these questions, the researchers conducted qualitative field research. The researcher describes the process of using bilingualism inside and outside classroom. Based on the data analysis, it is stated that students and mechanics of engineering schools used English and Javanese as a mean of communication in the process of learning tools, components, and engines of vehicles. Further, Bilingualism is necessary to be learned by students and mechanics to achieve learning goals.

**Abstract No: 3124****How Can English Affect Social Mobility In Global Era?****Sudiyono**

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The development of information and technology plays a very important role in globalization. Globalization covers many aspects such as politics, cultures, technology, and economy. And English as a global language cannot be separated from that globalization process. The development of the technology such as computer and internet makes it possible for people from many parts of the world to be connected. This of course can bring effects for their lives in terms of social or economic aspects. People who master technology and English will be able to get many benefits from those. They can use the technology and English as a means to build relation with other people around the globe and set businesses of goods and services. The businesses that are built can create jobs for other people too. It is like a domino effect but in a good way. This change causes movement in social status for people. Unfortunately not all people can have chance to access both the technology such as computer and English. This paper will discuss how technology and English as a global language affect social mobility especially for non native speaker of English in Indonesia and the policy that government can do to make more people have access to technology and English.

**Abstract No: 3125****Teachers' Accountability in the Postmethod Era: Balancing Autonomy and Responsibility****Sugirin**

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Educational change, like any other systemic change, involves both challenges and opportunities (Kumaravadivelu, 2006). For the English language teachers, the change from method to postmethod era entails opportunities for autonomy but involves a challenging responsibility. Our teachers, who have been accustomed to following the neat and predetermined teaching procedures and preselected teaching materials, are suddenly allowed autonomy about what and how to teach based on what is the most suitable in their context of achieving students' learning outcomes. Getting out of the concept of method that has had a magical hold on us (Kumaravadivelu, 2001) is not a simple undertaking, especially for teachers who have felt comfortable with the method(s) they have adopted. As Kumaravadivelu (2006) admits, holding the *status quo* is the most stubborn aspect of the postmethod predicament. Those who welcome the postmethod concept are not immune from the predicament either. Welcoming the concept involves readiness to be autonomous, while autonomy demands high responsibility. They should no longer rely on top-down teaching prescriptions of the past. They have to reflect honestly on what aspects have made their teaching successful or fail. As Crampton (2012) claims, honesty is a value that fosters accountability. Teachers are demanded to honestly theorize their practice and implement their theories into practice. However, as Youssef & Dahmani (2008) find there are contradictory results in the empirical literature due to the lack of organisational change which holds up teachers' autonomy.

**Abstract No: 3126****Multilingual Education (MLE) for Children: Preparation to Be a Global Citizen****Suharno**

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This article was inspired by two things: first, Voice of America (VOA) broadcasting at TV One on Saturday afternoon, 1 August 2015 stating that at present the US government is giving a multilingual education for the pupils of elementary, secondary, and high school as a preparation to be a world citizen and, second, my concern with the elimination of English subject in elementary school level and

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reduction of the English lesson in secondary and high school level from 4 hours a week to 2 hours a week (Curriculum 2013). This paper would elaborate a multilingual education which commonly applies in countries with bilingual or multilingual speakers. In this globalization era, the pupils should be equipped with an international language, that is English. One of the strategies is conducting a multilingual education commenced earlier (pre-school or elementary school) considering to master a language would take a long time and process. Multilingual education would be beneficial for the pupils; they will be more prepared to confront a global competition, e.g. a further study abroad or a job overseas. Besides, multilingual education may enhance the pupils' character, that is, having a higher sense of tolerance towards differences and also being more prepared to be a global citizen.

**Abstract No: 3127**

**Teacher Attitudes Toward Bilingual Education**

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The discussion whether bilingual education can help students to get a better understanding or not is still hot issues up to present days, especially in teachers' sight. Thus, this study was aimed to determine the attitudes and beliefs of teachers regarding bilingual education being implemented in their school. In this study, teacher attitudes toward bilingualism were examined in four areas of categories: attitudes toward bilingual education, ELLs, bilingualism, and English only instruction (as proposed by Morgan, 2015). The participants of this study were around fifty teachers who are teaching in Al-Fath Cirendeu elementary school that implement bilingual education system. To collect data from teachers, the writer used paper-based Likert- scale survey. The results showed that even though there were few of them were in doubt whether their explanation toward the subjects can be understood by their students or not, but mainly their attitude are positive toward bilingual education.

**Abstract No: 3128**

**The Implementation of Teaching Soft Skills in the English Teaching and Learning Process in Indonesia**

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The global development demands that the Indonesian Government to issue an Indonesian Qualification Framework as the quality reference for Indonesian Educational institutions. Referring to the Framework, Ministry of Research and Higher Education, then, publishes a relatively new decree, number 44 in the year of 2015 about National Standard for Higher Education. This decree regulates higher educational institutions to educate their students to be competence in both soft skills and hard skills. Soft skills refer to the attitudes or characters that students should possess upon their graduation while hard skills deal with the mastery of certain branches of knowledge and skills. This study aims to explore and reveal how soft skills are trained or taught in Indonesian higher education. This study also aims to investigate on outcome of such a teaching and learning process. This study adopts a case study design by taking the participants of 8 lecturers and 15 students of English education department of Universitas Muhammadiyah Yogyakarta. The findings of this study reveal that to teach or train students soft skills the lecturers firstly instill awareness on the importance of the skills to the students at the beginning of the semester. Then, the lecturers train the skills integratedly with hard skills teachings. Both lecturers and students also perceive that students obtain benefits by having better soft skills including possessing higher self-confidence, increasing their empathy, tolerance, and discipline, owning better team work and cooperation skills, and being more critical and logical to respond

to every phenomenon.

**Abstract No: 3129**

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**Exploring Beliefs, Out-of-Class Activities and English Proficiency as Contributing Factors to English Achievement**

English learners are individuals and they are different in their English learning experiences. As recognized by Benson (2004: 5) that diversity is perhaps most apparent in classroom where the learners come from varied or similar socio cultural and linguistic background. English learners vary in terms of learning experiences that they bring to the classroom. In other words, the individual factors may have significant influences in the individual English proficiency and achievements.. Thus, this research aims to bring to light the reality of the beliefs, out-of-class activities, and English proficiency of the students of the English Department, Lambung Mangkurat University. The research design is qualitative by using a case study approach. The objective of this research is to explore how individual factors comprising beliefs, out-of-class activities and English proficiency contribute to their English achievements. The research is carried out to English Department students who are selected based on their high English proficiency scores. Data are drawn from taped interviews comprising information about beliefs and out-of-class activities, and documentation comprising scores of their English proficiency and their achievements. The data are analyzed qualitatively.

**Abstract No: 3130**

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**Developing the Autonomous Learning Materials of Structure and Written Expression for TOEFL Preparation**

Nowadays, autonomous learning materials play a very vital role in the teaching and learning of English language in the Indonesia education curriculum. To develop the effective autonomous learning materials for autonomous learners at the age of the information technology, we all need to use autonomous materials in the language learning for the student to study language independently not only in the classroom but also outside of the class. In this study, the research method is Educational Research and Development ( R&D) using the research model (ADDIE). This study will make autonomous learning materials based on resource-based learning for independent learners who study the Structure and Written Expression for TOEFL Preparation Course. In this study, the researcher will try to make autonomous learning materials for autonomous learners with grammatical knowledge that is grammatical form, grammatical meaning, and pragmatic meaning because most of the teachers in Indonesia just teach language learners grammatical form in which students are not familiar with the grammatical knowledge thus they face difficulties in TOEFL Test. Therefore, this paper aims to develop autonomous learning materials that are suitable for autonomous learners supported by the range of autonomous materials at TOEFL Preparation course in Yogyakarta State University. I hope that these materials will be useful to help students' preparation for the TOEFL.

**Abstract No: 3131**

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**A Rating Range of Appropriateness for Speech Act of Request by Japanese English Teachers**

This study aims to examine the range of appropriateness for speech acts of request assessed by Japanese English teachers, and what factors lead to assessment. Whereas in new course of study there is frequent use of the term "appropriateness" in Japanese English education, the necessity of assessing appropriateness has hardly received any attention. Previous

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studies have shown how native teachers perceived speech acts of EFL learners, and speech acts by EFL learners were considered inappropriate by native teachers (Economidou-Kogetsidis, 2009; 2011; Taguchi, 2011). Despite the diversity in findings concerning in the native teachers' perception of speech acts, little is known about how non-native teachers perceived EFL learners' speech acts and how teachers' perception is involved in their rating on EFL learners' speech acts. This study was conducted partially in reference to the research method by Taguchi (2011). Participants included 40 Japanese EFL learners with intermediate proficiency and 20 Japanese English teachers working in junior high or high school. Japanese EFL learners were asked to complete a discourse completion test (DCT) in English consisting of four settings varied in terms of power and distance between speaker and hearer. Japanese English teachers rated 10 typical samples selected from Japanese English learners using a five-point rating scale by Taguchi (2011), and answered an open-ended question. An interesting finding is that most of the comments made by Japanese English teachers concerned "past auxiliary verbs" to question politeness in speech acts, suggesting that "past auxiliary verbs" is one of the factors leading to assessment.

**Abstract No: 3132**

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**The Influence of Lecturer's Competence to Student's Ability in Mastering English Through Teaching Method: A Quantitative Research**

In teaching, lecturer's competence is needed in order to improve students' ability in mastering English by creating many teaching methods. This research aimed to know the influence of lecturer's competence to student's ability in mastering English through teaching method. This research was quantitative research. 100 respondents chosen from several faculties in one private university of North Borneo involving this research. Technique of collecting data used are interview, questionnaire, and literature study. In analyzing data, SEM (Structural Equation Modeling) was used. Based on the findings, it shows that there is an indirect influence of English lecturer's competence to students' ability through teaching method by coefficient score is 0.190, because direct influence (lecturer's competence and teaching method to students' ability) is significant. It means that the higher value of lecturer's competence in English, the higher of the students' ability, if teaching method is also high.

**Abstract No: 3133**

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**Contextual Translation Exercises: Enhancing Meaningful Grammar Learning of Finite and Non-Finite Clauses**

This paper has the purpose to investigate the application of contextual translation exercises in teaching finite and non-finite clauses in grammar classes among the fourth semester students. A previous study (Veniranda and Tutyandari, 2008) showed that translation exercises could help students see the contrasts between source and target language in grammar classes of the fourth semester and the students had a positive perception about the use of translation in grammar classes. A recent study (Veniranda, 2016) also showed that the use of contextual translation in teaching tenses gained positive feedbacks from students of the first semester grammar class. Current demands for publications have raised awareness for different academic careers, that to write academically, the English mastery has to reach the appropriate level of accuracy. This ongoing research investigates the examples of sentences that students of the fourth semester consider relevant to their needs: using finite and non-



finite clauses for academic purposes. From the same counterpart Indonesian sentences, the students are asked to express them in English grammatically in both types of clauses. A set of questionnaires is given after each exercise to gain feedback and learn about their perceptions about the exercises.

**Abstract No: 3134**

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**English as a Lingua Franca in the Vietnamese Hotel Industry:  
Strategies for Negotiation of Meaning**

Given the rapid growth in international contacts worldwide, English has become a common means of communication (a Lingua Franca) among people of diverse linguistic and cultural backgrounds. Within the Vietnamese hotel industry, English is now the most preferred foreign language for communication between the staff and foreign guests. The ability to communicate effectively in English is therefore an important attribute for staff employed in the industry. As a result, courses of English for Specific Purposes (ESP) such as 'English for Hotel', have emphasized the importance of developing high-level English language communication skills for students.

This study examined the communicative strategies used by the front office (FO) staff when interacting with foreign guests in the Vietnamese hotel setting. Naturally-occurring interactions were obtained from different hotels in Vietnam and analysed based on 'the next-turn proof' procedure of conversation analysis. The findings revealed that the interaction patterns and the way in which the hotel FO staff and their guests negotiated for mutual understanding, to some extent, were different from the type of interactions presented in the coursebooks used in the ESP courses for hotel students in Vietnam. These findings have important implications for the teaching of ESP in the current socio-economic context of Vietnam.

**Abstract No: 3135**

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**Politeness Strategies of Rebuttals in High School English Debates**

This research aims at describing politeness strategies, proposed by Brown and Levinson (1987), in the rebuttals of High School English debates. The method applied in this research was descriptive method. The participants of this research were 6 students of English Debating Club in one of Senior High Schools in Solo who were chosen purposively. They were divided into two teams, affirmative and negative. Each speaker spoke for 5 minutes and the reply speaker of each team was given 3 minutes to sum up the debate. The writer recorded the video and transcribed the speech of each student. The researcher also conducted some specific steps. First, he transcribed the speech in the video. Second, he chose the data for the analysis. Third, he analyzed the data descriptively using the politeness theory of Brown and Levinson. The results of the research show that the speakers preferred to use negative politeness strategies rather than the others.

**Abstract No: 3136**

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**Refugee and Asylum Seeker Perspectives on Learning English:  
Voluntary and on Call Teachers**

This study is to perceive migrant students perspectives on Voluntary Teachers (VT), refugee or asylum seeker themselves whom are willing to teach other migrants and On Call Teachers (OCT), English teachers from Indonesia, both are supported by International Organization for Migration (IOM). 20 respondents chosen are the ones who have experienced in joining both VT and OCT classes in Pekanbaru and all of them have also learned

English previously in their home country. The findings reveal that teaching technique and exposure from OCT are various than those of VT which leads to students being excelled in four skills; listening, speaking, reading and writing. However, the nature and acquisition of their home language by VT helps students more, especially in basic vocabulary and grammar. Moreover, OCT with lack of knowledge on students' home language and culture triggers bigger challenge to their students. It is also noticed that different characteristics of both teachers enrich students' competence in their learning process. From the results, it is suggested that teacher training and professional development to VT and acquiring students' home languages by OCT are solutions to the drawbacks on the gap between them. Furthermore, team teaching involving both teachers is also expected to strengthen the teaching and learning process.

**Abstract No: 3037**

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**Collaborative Learning With Internet-Based Nature of Google Docs to Improve Students' Critical Thinking**

The 2013 curriculum emphasizes modern pedagogic dimension in learning with the aim at improving the ability of high-level thinking. Critical thinking skill is not a skill that can evolve by itself along with the development of human physical. These skills must be trained through a stimulus that requires a person to think critically, accordingly the researcher gives a collaborative learning with internet-based nature of google docs; online applications to expose critical thinking competency. The purposes of the study are 1) to know the collaborative learning with internet-based nature of google docs designed to develop critical thinking skill, and 2) to describe the collaborative activities in teaching English that expose the skill. This study which is descriptive qualitative study was endorsed the data sources from the language teacher and students. The instruments used are observation and questionnaire. The result of the analysis indicates that the collaborative learning activities consist of three main parts: a) pre teaching focuses on the orientation and register students to use email or user account to access to Google Apps b) whilst teaching focuses on students' engagement of remembering, understanding, applying, analysing, evaluating, and creating and, c) post teaching includes sharing and commenting students with opportunities to receive immediate feedback on their work. Meanwhile the learning activities to develop students' critical thinking split into two main parts with reference to the integrated teaching of English and those of language components.

**Abstract No: 3138**

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**The Development of Student Integrated Internal Action Frameworks (Iiaf) for Self-Regulating Learning**

Within the current 21<sup>st</sup> century landscape there is a clear necessity for university students of all years and backgrounds to develop a strong inquiry-based focus with respect to their studies. The development of an inquiry-based focus L2 identity in the classroom is the doorway a comprehensive mobile learner's skillset. In most cases, Japanese students have often had their role within second-language classrooms laid out to reflect Japanese value-based set-social-practices, which significantly restricts this type of L2 identity development. This has tremendous applicability across cultures and has great potential to significantly change in the foreign teacher university classroom. To that end, Instructors must systematically plan and integrate theoretical concepts that offer the appropriate balance between (a) deeper reflective-level learning and hypothesis testing, and (b) surface-level memorization skills. Exploring this

balance requires careful streaming of Integrated Internal Action Frameworks (IIAF). This presentation investigates the synergy between (1) L2 Identity Development, (2) Experiential Learning, (3) Transformative Team-based Learning, and (4) multi-modal curriculum construction towards the development of self-regulating learners through a coordinated set of Integrated Internal Action Frameworks (IIAF). While IIAF can be applied to any course or subject material, these structured learning frameworks are focused around a one semester senior seminar for Japanese English majors. I highlight the initial phase of the three-phase curriculum process and show how structured IIAF develops learner control over their L2 identity and opens access to autonomy and agency skills through reflection and hypothesis testing.

**Abstract No: 3139**

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**The Effects of a Self- Study ESP Course's Implementation on Communicative English Ability of Public Red Minibus Drivers in Chiang Mai, Thailand**

Due to the launch of the ASEAN Economic Community, free flow of its labors, and the role of English as a lingua franca, the ability to use English for international communication is prioritized and recognized in a wide range of sectors and profession; especially, transportation service. Consequently, the demands for transportation personnel, who have effective English proficiency for professional communication, are dramatically growing. This study is an attempt 1) to survey the needs and situational analysis of public red minibus drivers who provide the main transportation service within Chiang Mai, 2) to construct a specially designed self- study ESP curriculum package to develop communicative English ability of these drivers. 80 public red minibus drivers who experienced contact with foreigners were randomly selected for the needs survey, and 30 drivers were selected for the implementation of the Self- Study ESP course. The Self- Study ESP curriculum package was implemented for 3 months and the data were collected qualitatively and quantitatively by means of summative and formative evaluation. The research instruments were performance pretest and posttest, a follow-up interview, reflection and observation. The results of the study reveal that the drivers need to improve their listening and speaking skills for communication. The topics that they need to learn are telling directions, negotiation, politely declining and accepting an offer, describing attractions, and making appointment. Their ability in English communication for their career is significantly improved after the implementation of the Self- Study ESP course.

**Abstract No: 3140**

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**English as Global Language: Shifting of Dominant Language Use of Two Filipinos Who Work in Indonesia**

In the present era of globalization where job access is borderless, working across the globe has become common and English is the language of lingua franca. Thus, people who come from non-English country and work in non-English country use English as their work language. This study explores languages repertoire of two Filipinos who are working in Indonesia. Both participants were brought up in the Philippine and subsequently left their home country to work abroad. The study was guided by three research questions: 1) How do the languages use in the life of the two multilinguals in their shifting situation context? 2) What factors influence the shifting of dominant language use by multilinguals? 3) Do they see any possible threat of language loss when they shift their dominant language? Data of this study were elicited using semi-structured in-depth interviews. The major findings show that although

participants are still attached with their local languages, there are indications that shifting happens to their dominant language (from Ibanag to Tagalog and from Tagalog to English only) following their shifting situation contexts. Factors influencing this shift are related to the language used in the immediate speech community they are around as well as their leniency and flexibility to adapt their own language use. Fear of language loss were stated by the participants. One of the participants confessed that she does not pass on the 1<sup>st</sup> generation languages (participants' grandparents languages, i.e. Ibanag and Karay-A) and Tagalog to 4<sup>th</sup> generation. English, as her professional language, has been the only language she used at home with her children. The study invites more studies to be done on the position and function of English to multilingual English users that live outside of their country of origin.

**Abstract No: 3141**

**Unraveling the Challenges of Indonesian Novice Teachers of English**

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Quite a number of studies have been conducted in different parts of the world to identify and examine challenges that novice teachers of English encounter (see, for example, Brannan & Bleisten, 2012; Mann & Tang, 2012; Senom, Zakaria, & Shah, 2013; Liu, 2014). In Indonesian context, however, research on this topic is very limited. Studies on English teachers in the country generally involve experienced teachers or those holding the Professional Educator's certificate. A portrayal of the challenges that English teachers face in the beginning stage of their teaching career is crucial as it is in this phase that they require the biggest support available to learn the ropes of working in the actual field, to cope with the day-to-day demands of the teaching profession, and to create a bridge from being pre-service teachers to in-service ones. It has also been documented that beginning teachers' failure to handle the challenges might, to the most extreme, lead them toward opting out of the profession. This study therefore aims to unravel the challenges that Indonesian novice teachers of English have to deal with. It collects the required data through a survey in which the researchers distribute questionnaires to secondary school English teachers with one to three years' experience of teaching. The study reveals various challenges of these teachers, from the external factors, such as the curriculum, to the teachers' own internal issues. It concludes with some recommendations to bridge the gap between the pre-service and in-service teacher education and professional development.

**Abstract No: 3142**

**Promoting Social Skills and Personal Development in Teaching Pragmatics in EFL Classroom With Playful Rhymes**

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Teaching English to young learners has played a pivotal role in building basic language competence. In the EYL classroom, teachers never teach pragmatically sensitive English in that they assume this is hard to teach to young learners. Yet, they need it to get social practices. Though using nursery rhyme as a fun way of learning English has been discussed repeatedly in the EYL literature, English teachers rarely use them contextually. Thus, the presenter wishes to present how to teach English using playful nursery rhyme. The presentation begins addressing a conceptual framework of Teaching English for Young Learners pragmatically. In this section, the presenter will provide the attendees with the nature of Teaching English for Young Learners together with the rationale for implementing Pragmatics. In the second session, the presenter will flesh out steps for teaching students by using nursery rhyme as a booster of the students' language development. The

practical ideas of using nursery rhyme as social practices among students will be presented in this section. The presenter argues that nursery rhyme is able to build the social skills and promote personal development in today's global world; thereby young learners can easily pragmatically sensitive English within the remit of their ability.

**Abstract No: 3143**

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**Exploring and Developing Cultural Awareness of Pre-Service EFL Teachers**

Language is considered as culturally bound, therefore in the development it could not be separated from the reality in the society in which it is utilized. For pre-service EFL teachers in a multicultural nation like Indonesia, especially, the awareness of the concept is completely essential as it will influence the way the language is introduced and developed in classroom practices. There are elements of culture that are naturally developing in the society and language is one of them. Supposed the pre-service teachers are aware of those elements, it would be easier for them to understand the potential of these resources to be exposed and explored as an enrichment the EFL teaching learning process to overcome the challenges as well as to foster the development. This article will deal with the exploration of the pre-service teachers' awareness of the concept of culture and its elements. There are two classes of pre-service teachers joining cross culture understanding class participated in this research. Ten to fifteen students from those classes participate intensively. Multimedia instruction in the form of video of the Indonesia standup comedy show, indigenous Indonesian songs, magazine, texts related to indigenous Indonesian tradition from websites, journals, guest lecture and observation are used to explore and develop the cultural awareness of the pre-service teachers. Field notes from the students' presentation and students' essays are part of the data that is reported and discussed in this article. Knowledge, beliefs, values and cultural practices in the society related to Indonesian and English as the reflection of the pre-service teachers' cultural awareness are shown as the result.

**Abstract No: 3144**

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**When ELF Meets Belf: Building Relevant Business Communication and Deeper Learning to EFL-Informed Curriculum**

Active learning approaches such as collaborative problem solving, inquiry-based learning, and real-world learning can be traced to John Dewey's teachings to appeal to students' natural instincts to investigate and create. In the science world, theoretical classroom knowledge and real-world practical applications work in parallel. However, English approaches to real world investigation are slower to evolve as student readiness and standards of proficiency are often depicted with a checklist of syntactic skills, can-do functional descriptors, and a focus on the division of four skills. Terauchi and Araki claim that –students should be exposed to the actual uses of ELF in the business settings earlier in their learning process so as to be able to have clearer images of themselves acting globally in their future (2016, pp. 192) and can help students to apply classroom language and connect it to a meaningful social context. This presentation summarizes a Japanese university's process to re-develop a curriculum where ELF meets BELF or also known as English as a Business Lingua Franca (Louhiala-Salminen et al, 2005). The university is developing a campus-wide ELF-aware curriculum with detailed pedagogical implications for inclusion of BELF dynamics, deeper learning (Pellegrino, 2016) and pragmatic strategies (Kaur, 2016). According to Ehrenreich (2016) and Raisanen (2013), learners should

move along the trajectory of repertoire from a linguistic based EFL learner repertoire, to an interactional ELF learner repertoire, then to BELF communicators with communicative abilities and resources for professional communicative repertoire. The university hopes to build the foundation for when ELF meets BELF.

**Abstract No: 3145**

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**The Expanding Scope of English Language Teaching (ELT) and Indonesian English Language Teacher Professional Identity Formation**

Freeman (2009) proposed a framework to understand Second Language Teacher Education (SLTE) in terms of expanding scope from teacher knowledge acquisition to social engagement. Using this framework, the current study explores Indonesian English Language Teachers' professional identity formation. The main questions for this research are (1) *What are the factors and challenges faced by Indonesian English Language teachers in claiming their professional identity?* (2) *What are their aspirations of becoming English teachers in Indonesian context?* To answer the questions, I explored the narratives of five Indonesian English teachers who were studying in the US. The narratives were co-constructed from interviews, a focus group discussion and documents shared by the participants. I employed a sequential analysis, from episodic chronological construction of life histories, to analysis of identity claims and critical events (Gee, 2001; Riessman, 2008; Webster & Mertova, 2007). The results this study suggest various factors and challenges that influenced the Indonesian ELTs' professional identity formation. Among these factors and challenges are the struggles with self-doubts, different routes to the profession, and the Indonesian context of the profession. They also aspired to engage in socio- professional engagement and social activism, indicating their expanding professional identity. These findings could shed light on ELT profession in Indonesia—which requires not only English language and teaching competence but also the commitment to address wider problems in the profession and in the socio-cultural contexts of Indonesia.

**Abstract No: 3146**

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**ELF Pedagogy in a Pre-Service Teacher Education Program in Indonesia: The Case of Academic Writing Class**

Despite the growing publication on the pedagogical implication of English as Lingua Franca (ELF), to my knowledge, there continues to be the lack of studies in initial teacher program in countries. This paper will attempt to fill in the gap. It aims to illustrate one teacher's attempt to integrate English as a Lingua Franca (ELF) pedagogy in an Academic Writing (AW) course situated in an English Teacher Education program in a private university in Indonesia. The integration of ELF pedagogy was realized in two ways: the choice of writing theme *'Native and non-native: Who makes the best English teacher?'* and the inclusion of learners' narratives. The purpose of the article is to contribute to existing and growing discussion on the different ways in which ELF pedagogy can inform classroom practice. The presentation will start with sharing a series of scaffolding activities developed to guide a group of teacher-learners (TLs) writing their first academic essays. Using a content analysis gathered from 18 students' academic writing essays and reflective writings, the study investigated the role ELF-informed writing theme in familiarizing and stimulating students' critical awareness towards ELF-pedagogy issues. Conclusions drawn from the data will be used to make recommendations for the effectiveness of designing an academic writing class through a common theme drawn from ELF pedagogy. The recommendations would

be useful for other teacher education programs interested in implementing ELF pedagogy to appropriate their program to the lingua franca role English has today.

**Abstract No: 3147**

**Enhancing L2 Motivation Among Chinese College English Learners**

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The present study investigated the L2 Motivation Self System proposed by Dornyei (2005) in the context of Chinese college L2 learners. The study was conducted in a university in Guangzhou where two classes participated in the study as experimental group and control group. A four week intervention was performed mainly visualization activities in the experimental group and control group with classes as usual. The study used six point Likert scale questionnaire to collect quantitative data before and after the intervention. Group interview was organized after each session to collect qualitative data. The study generated positive result that visualizing ideal L2 self and ought to L2 self does have significant impact on L2 learner's motivation, particularly L2 learning goals and intended effort. Visualization of possible feared selves has impact on learner's motivation too, which comes from a preventive focus that learners try to avoid ending up with failed self in the future. Enhancing learner's ideal L2 self and ought to L2 self has positive effect on learner's motivation which leads to pedagogical notion that intervention of building up and fostering learner's ideal L2 self is necessary for language classroom in university English class in China. In addition, it is noted that inappropriate level of tests bring pressure for L2 learners and possibly generate —L2 learning failure.

**LIST OF ABSTRACTS  
SUB-THEME 4**

**Abstract No: 4001**

**Promoting Flipped Classroom Model in Teaching Writing**

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English language learning using ICT has started to be encouraged its use in the world of education in Indonesia. There are various types of ICT- based learning activities that can be an alternative communication between teachers and learners to achieve the learning objectives. Based on the initial data from preliminary research at Muhammadiyah University of Parepare, especially in the department of English education, the traditional pattern- learning using teacher centered and face to face meeting still occurred particularly for writing course. Therefore, it is required innovative development of instructional media for the sake of learning achievements by maximizing technology usage. This writing stresses on the ICT use in class of writing by promoting learning model using flipped classroom approach that combines off learning and online learning using Edmodo app.

Flipped classroom is a pedagogical model that set typical lecture and the elements of homework in the course are reversed. Short video lectures are viewed by students at home before the class, while in-class time is devoted to exercises, projects, or discussions. This study aims to develop ICT-integrated learning model for writing using flipped classroom approach and it is expected to be an innovative alternative teaching model for teaching writing course particularly and for other subjects in general.

**Abstract No: 4002**

**Mobile Learning: Android Application to Improve English Speaking Competence**

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Time and place are always the constraints of teaching and learning English in health colleges in Indonesia. The short meeting hours of the English lesson limit the students' opportunities to have practices on their speaking. Moreover, the English curriculum seems to put a side speaking skill from the instruction. The lesson instruction tends to focus on improving grammatical knowledge and writing skills rather than how to use it to communicate in a real context. The notion that mobile technology could be the problem solver of time and place constraints in L2 learning has been around for years and fundamentals the development of MALL or Mobile Language Learning. This paper presents the writers' experience in developing simple android application and using it as teaching media of speaking in the classroom context and as the learning assistance in the informal context. It also proposes existed perspectives in developing mobile technologies for an effective media of learning English speaking. ADDIE model employed as the guidance in developing the product. The online free source android application developer called —App Inventor|| was picked up as the development tool since it enables the English teachers who are mostly digital immigrants to be android developers.



**Abstract No: 4003**

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**Subconscious Listening in Intonation  
 Acquisition Through Shadowing**

This study observes whether applying shadowing with subconscious listening helps the students improve their intonation – i.e. pitch. The students are 40 adult learners; 20 students belong to controlling group and another 20 is the experimental. Both groups are given the training on how to do shadowing adapted from Kadota dan Tamai (2004) and Kurata (2007) and also assigned to do shadowing using their smartphones and monitored regularly in eight weeks. The controlling group students do six-step shadowing: listening to the audio, reading the script, silent shadowing while reading, silent shadowing, synchronized reading, and prosody shadowing. The experimental group students are asked to complete the technique with the seventh step – listening for fun which is assumed as subconscious listening. It is listening while doing other activity like when someone is listening to a song while doing a house chore. The listening materials are taken from Evan's Secretarial Book. The data are collected by recording all students reading the scripts before and after the treatment. To measure their intonation is used Praat - speech analysis computer software developed by Boersma dan Weenink. Every chunk of the recordings produces a diagram pitch contour (DPC). The student's intonation is considered good if the students' DPCs are at least 80% similar to the DPCs of the listening material of the book. Applying shadowing which involving subconscious listening is considered effective since the experimental group's score is significantly higher than the controlling's.

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**Survey on the Student-Teachers Technology Competency (STTC)  
 and Their Readiness to Transform TEFL in a Digital World: An  
 Initial Study**

In this digital era, EFL teachers are expected to be able to transform technology into instruction. Therefore, the provision of technological tools, the Student and Teacher Technology Competency (STTC) should be taken into account as essential consideration for effective use of technology integration in the area of ELT. These three aspects, however, are closely interrelated as the key indicators of successful teaching English with technology. This paper reports on the result of an investigation on STTC involving 6 English lecturers and 80 students across the multidisciplinary courses at one of the vocational higher educations in Indonesia. The survey concerned on four domains of technology competencies, they are 1) basic technology operation, 2) personal/ professional use of technology tools, 3) social, ethical, and human issues, and 4) application of technology in instruction (classroom and web-based technology in instruction). This study will bring much benefits and contribution to the development and application of technology-assisted language teaching as a means for effective knowledge transferring and dissemination in ELT. Additionally, this investigation revealed empirical and practical gaps that hampered both students and teachers reluctance from the actual use of technology in English language learning (ELL) environment. The implications for practice, teacher, student and further research will also be discussed.

**Abstract No: 4005**

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### **Fostering Students in Creating Digital Story Telling for Young Learners Innovatively: Best Practices**

Some researches propose the power of digital story telling in language learning. By integrating the technology into the story telling activities, students experience fruitful activity which foster students to be technology literate and in the same time are able to fuse the written story with the pictures, voice and music. Due to the uniqueness of the young learners, the students should consider the characteristics of the young learners in developing an innovative digital storytelling. The writer taught a seven-week meeting of the storytelling class to introduce the innovative digital storytelling for young learners to the students. The writer provided both classroom construction of digital stories and sharing and discussing the digital stories. In addition, the early childhood theories in language education were exposed to the students integrated with the best choice of technology used for the appropriate level. In the end of the classes, the result of the seven-week classes revealed that most of the students were highly motivated in telling the stories for young learners in the digital way. Students gained some beneficial information in how to integrate the technology innovatively into the storytelling activities especially for the young learners. Besides, this paper presented some challenges faced by the lecturer and the students during the implementation of the digital story telling for young learners in the classroom setting.

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### **Exploring the Effect of Computerized and Pen Paper Approaches on Students' Writing Performance**

This study was conducted to investigate the effectiveness of computerized and pen paper approaches on students' writing performance. This study used a quantitative design aimed at comparing the students' writing performance scores by using computerized and pen paper approaches among the third semester students of English department faculty of letters at Pamulang University. The data was collected from 50 participants who joined the pre and post writing test, and it was analyzed by using t-test to find out the effect of computerized and pen paper approaches. The study revealed that the computerized approach gave significant effect on students' writing performance.

**Abstract No: 4007**

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### **Developing Materials and Digital Media for Toefl-Like Gender-Based Listening**

Based on a multi-year Research and Development, the study shows that there are five gender-related primary causes of difficulty in understanding pragmatic meanings in TOEFL-like listening, namely, Speech Rate Delivery, Voice, Sentence Complexity, Mishearing, Colloquials and Sound Clarity (Arifuddin, et al., 2016). As a follow-up, it is essential that the draft of the gender-based listening materials and supplementary digital media be developed. Two types of digital media are supplemented in the draft: the researcher-made media and the adopted digital audio and video media. The content of the media is based on the characteristics of each cause of the pragmatic difficulty. This gender-based listening book is prospective to boost the English language proficiency of Indonesian master's degree students.

**Abstract No: 4008**

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### **Using the Vocabulary Profiler “Lextutor” to Adjust English Language Learner’s Text Difficulty**

The aim of teaching EFL reading is generally to facilitate learners to acquire literacy skills and strategies that will enable them to successfully deal with any text. It should be aimed at maximizing learners' successful, satisfying, and authentic reading experiences. To maximize the amount of successful reading, an EFL teacher should carefully select texts in order that they are perceived by the readers/learners as relatively easy to read and interesting, and they will be read successfully and with satisfaction. The things to consider are text difficulty and topic. Familiarity with the topic and vocabulary helps readers make sense of the text they encounter. One of the tools to examine texts is the vocabulary profiler at <http://www.lexutor.ca>. The present paper therefore addresses (1) things to consider in text selection including reader’s interest and background, text language, contextual support, and text format, and (2) ways of using the lextutor. It will hopefully help the teacher choose reading texts that are at appropriate levels of difficulty and that readers perceive as interesting and within their range of ability to increase the chance of a successful and satisfying reading experience.

**Abstract No: 4009**

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### **TED Talk as Listening Resources in English for Academic Purposes**

The need for courses in English for Academic Purposes (EAP) has been increasing in Indonesian higher education institutions. One essential skill to achieve success in EAP is listening. This paper describes the use of Vocabulary Profiler ([www.lexutor.ca](http://www.lexutor.ca)) to identify high frequency and academic words in TED talks (<https://www.ted.com/talks>) that can be utilized to develop listening skill.

This small scale study used transcripts of TED talks with over twenty thousand words covering different topics on current issues such as technology science, entertainment, business, design, and globalization. The overall profile shows that the vocabulary coverage of the most frequently used words (K1, K2, and K3) is 88.79%. With an additional proportion of the academic words, the vocabulary coverage is only 90.67% indicating that it is below the necessary level (95%) for easy comprehension. With this profile, EAP students will have to acquire words beyond those frequency bands in order to understand TED speeches.

For teaching purposes, this presentation proposes to apply the principles of task based learning in which students are involved in collaborative task work for more exposure to meanings of academic words in TED talks that have been identified in the analysis. This can be designed using the Concordance tool in the Vocabulary Profiler.

**Abstract No: 4010**

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### **Computer Assisted Language Learning Vs Traditional Teaching Method in EFL Students Achievement**

The trend of teaching and learning methods in EFL has undergone changes overtime. In the past, traditional method which was also called ‘chalk and talk’ method was mostly used due to limited facilities of computers and internet connection. In this method, teachers became the center of the teaching- learning process. With the rapid development of computer and internet, the trend of traditional teaching and learning methods has gradually been replaced by the trend of Computer Assisted Language Learning, in which students become the center of the teaching-learning process. A lot of research has been done in order to seek for the

advantages and the disadvantages of Computer Assisted Language Learning and traditional teaching methods. This paper is aimed investigate students' attitude and the effectiveness of Computer Assisted Language Learning compared with traditional learning methods in EFL classroom. By focusing on students' attitude toward and achievements in EFL learning process, this paper is intended to reveal the effectiveness as well as the learning outcome of both methods. In order to conduct the research, around one hundred students from a university in Surabaya were involved in this research. The students were divided into two groups consisted of fifty students in each group. Group A belonged to Computer Assisted Language Learning (CALL group) while group B belonged to Traditional Teaching Method group. The research showed some significant findings related to the learning outcome and the effectiveness of each method. Both methods are proven to have each strength and weaknesses.

**Abstract No: 4011**

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**Exploration and Implementation of Blended Learning: Challenges, Attitudes Towards the Shift and Impact**

With an advancement in education and communication technology and younger generations' identity as \_cybercitizens or netizens', more and more universities are moving towards *blended learning* (henceforth refer to as BL) to primarily address the issues of students' participation, learning and engagement, and the higher educational institution that the researcher works for is one among them. In their framework proposed for institutional BL adoption, Porter Graham, Spring and Welch (2014) identify three stages that institutions go through: \_awareness/exploration'; \_adoption/early implementation'; and \_mature implementation/ growth': and major issues that may require institutional attention in each stage. Borrowing their terms used to describe stages in institutional BL adoption, this paper will first describe the researcher's journey of exploration and BL implementation in her undergraduate and postgraduate classrooms. This is followed by the qualitative research methods used in this informal exploratory study which includes personal notes and reflection, observation, informal interviews or discussions with people involved in this journey. This paper will then discuss challenges faced by the researcher as an educator as well as student, course designers and learners; attitudes towards this institutional shift and impact that BL has on students' participation, learning, engagement and achievement of learning outcomes in each stage. These findings will help with a better understanding of BL implementation in higher education from the educator's perspective.

**Abstract No: 4012**

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**Connecting the Unconnected: Facilitating Reflective Thinking in EFL Students Through Journal Assignment in Schoology**

A journal is a common learning tool to encourage student reflection as they participate in the learning processes. Like personal diaries, a journal is a collection of student's ideas, thoughts, and reflections upon their experiences. Journals are not only typical written assignments as they support the integration of personal thoughts with course material. Schoology's journal tool is an electronic journal where students can record their thoughts and reflections. Students can use journals to reflect on the course and the materials in ways which are difficult to do with other tools. The privacy of the journal give students a secure space to discover new knowledge.

This research is an investigation to explore the use of Schoology as a reflective platform in the learning processes of English as a Foreign Language (EFL) students. The students will make use of Schoology to critically reflect on their learning processes. Thirty-five students in Speaking class in English Letters Department, Sanata Dharma University, Yogyakarta will participate in this study. One instructor creates a Schoology account for use as a journal assignment so that the student can engage in and examine their own reflection process. The data collected will be qualitative, consisting of journals and comments on the Schoology and also surveys on the students' reflective experiences using Schoology as reflection tools. The positive implications for the use of Schoology as a medium to provide and promote critical reflection for EFL students are also being investigated.

**Abstract No: 4013**

**Using Facebook for an Online Diary to Practise Writing Outside EFL Classes**

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Free writing is a kind of autonomy learning. It seems more exciting than academic writing in EFL classes because students can use English for their own hobbies, not for the lecturer's evaluation or correction. Among different kinds of free writing, keeping a diary is an easy and funny way for students to practise writing outside EFL classes. After writing, instead of handing in what they write to the lecturer, students can share to their friends, and the fastest way to share their products is using Social Network Sites (SNSs). Of all the SNSs, Facebook is currently the most popular in Vietnam as well as in Dong Thap province, so Facebook is the best choice for free writing among the students in Dong Thap University. The research was a kind of optional homework and it lasted 3 months. Fifty English-majored students who wanted to practise writing were selected after submitting their own writings to the researcher. The research aims to examine the students' self-efficacy after keeping an online diary in a closed group on Facebook to practice writing, it also suggests a new playground for students to practice writing outside EFL classes.

**Abstract No: 4014**

**The Changes to Boost The Young Learner Classroom at Acet Hcmc**

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ACET has developed two types of courses one is for adult and one is for teenagers. Both courses are designed to pursue Academic styles; however, the teenager course or First Steps course which has been running for four years is slightly different in comparison to the adult course. It was adapted from the adult course and in order to make it improve better to suit the pathway from young age with the young learner course to high school or older age with the Academic or adult course, the students need to be taught fully. Therefore, they need to be introduced some parts which are used in higher level courses. As a result, the course has needed to be updated constantly as much and regularly as possible in addition to be consistent. Some changes have been applied and consequently, it has brought positive results and the more development it can be added in the future, the more it can make the First Steps course to become stronger.

**Abstract No: 4015**

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### **Integrating Need Analysis and Social Semiotics in Developing Multimodal Texts for ESP Reading Materials**

Reading closely related with literacy is frequently considered as an uninteresting activity. Fortunately, in this 21<sup>st</sup> century, literacy pedagogy is changing and developing along with the rapid extends of technology. This new literacy theory collaborate the use of traditional texts with the new communication technology in the form of printed-texts, spoken language and multimedia. Thus, the researchers believe that *Multimodal texts* as the combination of verbal and visual interaction suit with the new pedagogy concept. They provide new opportunities to support reading activities in different and interesting ways. For that reason, this paper aims to provide readers with new information of multimedia usage in designing reading materials in the multimodal text form for engineering students. Moreover, visual social semiotics approach would be used to guide teachers in selecting the appropriate image in multimodal text for ESP students. Concerning with ESP, this study also focuses on the importance of needs analysis and how its result helps in the process of material design. Thus, some questionnaires were administered to the industries, students, non-English lectures, alumni and language experts to know their expectation of students' English competencies. The results of the questionnaires were used as the foundation in developing multimodal text for ESP reading material.

**Abstract No: 4016**

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### **Plan Ceibal: English language teaching through Video conference to primary schools in Uruguay: an overview**

Plan Ceibal in Uruguay is a social and educational project, founded to utilise technology in order to promote high quality education and equality of access to high quality education in the country. In 2012 Plan Ceibal commissioned the British Council to develop a pilot for using video conferencing technology to teach English to primary school grades 4, 5 and 6. By 2016 the programme had grown to deliver English language lessons to every primary school in the country. This involves reaching over 4,800 groups per week in total. The British Council directly delivers to approximately 3,800 groups per week.

The programme uses teachers based in Argentina, the Philippine Islands and Montevideo (capital city of Uruguay) to directly deliver one lesson per week 'remotely' through video conferencing while the classroom teacher delivers a further two lessons per week using lesson plans and materials created as part of the programme. The longer term aim is that teachers learn English along with their pupils; creating a cohort of teachers with sufficient levels of English to truly exploit technology.

Does it work? What are the advantages and disadvantages of the programme? What difficulties need to be overcome and what pitfalls avoided? What lessons can be learned for Asian teaching?

**Abstract No: 4017**

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### **An Evaluation on the Benefits of Collaborative Writing Using Process Approach**

It is undeniable that the 21st century skills are what our students need to possess and develop in order to be successful in their near future. This is why pair work and group work are becoming a common practice in language teaching. The nature of collaborative learning, which enhances learner autonomy, communication, critical thinking, problem-solving and decision-making, can be demonstrated through the production of a jointly written assignment. Students can collaboratively plan, compose,

revise and edit their writing before getting the final product.

This research is aimed to examine how effective collaborative writing is and to find out how students have benefited from it throughout the writing process. The subjects included 94 Junior Three students. In order to collect their feedback, a few sets of questionnaires were administered at different writing stages. The research findings revealed that most students enjoyed the process of collaboration with their peers, starting from the brainstorming session to the finalisation of their essays. Majority of them were able to work with one another through discussions and reviewing each other's work in order to achieve their shared goals as well as to accomplish the writing task. This study may be of benefit to language teachers and students. It will serve as a reference for the teaching and learning of writing in a collaborative way.

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**The Story of "Julie": A Life History Study of the Learning Experiences of an Indonesian English Language Teacher in Implementing ICT in Her Classroom**

Indonesian teachers are encouraged to integrate Information and Communication Technology (ICT) in their classrooms. Various strategies have been provided in order to assist teachers to use ICT in the learning and teaching process. However, the change in Indonesian teachers' pedagogical practices is not progressing at a desired pace. To support Indonesian teachers in integrating ICT in their pedagogical practices in order to enhance student learning, it is imperative to explore their own ICT learning experiences and practices. This paper builds on the life history of an Indonesian English language teacher to illustrate her learning journey and how her learning experiences had shaped her ways of using ICT in her pedagogical practices. Barbara Pamphilon's zoom model is used as a framework to analyze the data since it allows the examination of life history from multiple perspectives to reveal its complexity. Portraying Julie's life as a teacher, with particular focus on her ICT learning and practices enables us to provide insights towards the Indonesian government's policies related to ICT integration in Indonesia educational context.

**Abstract No: 4019**

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**A Trail-Blazing Development in EFL Materials for Teachers, Learners, And Parents in The 21st Century**

In recent years the digital universe has grown rapidly and it is still advancing. The use of the Internet is proliferating and the pace of change in many different fields is staggering. Several jobs that used to be common no longer exist and many jobs in the future have not been invented yet. Based on interviews with families from different cultures and backgrounds in January 2015 by the Education First research team, getting into a good school, passing national exams and having a secure career in the future rank among the expected outcomes for 21st-century education.

Looking at 21st-century education itself, to adapt to this fast-changing world there is an urgency to revolutionize teaching and learning methods, and to adjust the curricula as well as the teaching media. Considering the potential of abundant online exposure, where learners, teachers and parents utilize virtual tools more than before, the idea of integrating and optimizing digital technology plays a greater role.

In this session, the presenters will share an enhanced approach to digitized EFL materials development that comes in a variety of attractive and interactive applications for learners, teachers and also parents in order to understand the needs and meet the expectations of 21st century learning:

to empower learners to be successful in their local education environment and to prepare them to cope with the challenges of the globalized world.

**Abstract No: 4020**

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**Collaborative Academic Writing Tasks in a Digital Cultural Context:  
An Electronic Book Chapter on an Indigenous Japanese Sociocultural  
Concept**

The task for this digital language learning project was situated in Kyoto, Japan. The cultural context shaped the L2 task as a group of undergraduates in a *Japanese Psychology Research Group* collaborated to compose a chapter for an electronic Book entitled, *A Guide to Wa: Understanding Japanese Psychology*. The task shaped the cultural context as students wrote about an indigenous Japanese sociocultural concept in academic English; namely, *amae*, arguably mistranslated as –dependence. The students engaged in the following digital tasks: 1) finding a credible definition of *amae* as the "presumed acceptance of one's inappropriate behavior or request" (Yamaguchi & Ariizumi, 2006, p. 164); 2) creating an appropriate outline for the chapter by consulting primary sources using *Google Scholar* and writing in academic prose from the outline using *Google Docs*; 3) creating animations using *GoAnimate* that depicted situations of *amae* in family relationships, friendships, and the self; and 4) generating discussion and reflection questions at the end of the chapter for exchanges of opinions among Japanese and international students. Exploratory Practice (EP) (Allwright, 2003) and Team Learning (Tajino & Smith, 2016) served as the theoretical foundations for this context-specific task-based digital learning project. The class focus was on sociocultural topics that tend to be difficult to understand, but can be explained by English learners with careful guidance (Dalsky & Garant, 2016). The students were eager to explain their own culture and learn about other cultures. Indeed, all of the class participants were engaged in a clear example of team learning.

**Abstract No: 4021**

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**Using Mobile Applications to Assist Learning Speaking**

Teaching multigrade learners in rural area can be very challenging as the students' have limited time to learn English in class. On the other hand, the teacher must deal with inadequate resources of teaching materials. Therefore, some new and innovative ways of teaching them are needed. Methods which the teacher could still use the available materials but it can provide more opportunity for the students to practice English outside the classroom. This gap can be closed by the use of technology. Technological developments in the adoption of mobile devices and applications have translated into huge opportunities for English as a foreign language (EFL). These technologies support individual and collaborative learning and offer the chance to develop technology that will assist students to learn anytime and anywhere. This paper describe a way of using mobile apps to assist learning speaking. Its focus is the students' responses to audio recording lessons shared through –share it|| and –whatappss group|| and as inputs, project video to facilitate time-talking outside the classroom. Furthermore, it investigates the opinions of students about how uploading their project videos on facebook correlates with their confidences in speaking English.



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**The Using of Facebook in English for Law Teaching Media**

This study try to explore the benefits of Facebook in teaching English in an Indonesia college. The aims of the study are to discuss the kinds of language teaching and learning activities via Facebook, the use of Facebook in facilitating the teaching and learning in English for Law area. The data draws in descriptive design. The tool of collecting data is interview.

The findings indicate that reading, writing and discussion activities can be held via Facebook and all of the participants agreed that Facebook helps them in learning English. The contribution of the study is to enhance a better understanding to use of Facebook as an alternative tool can be used for teaching and learning. The ultimate goal of study is to enhance students' interactions outside the classroom. By using facebook students can get to know sharpen education to its highest level and made it more interesting, therefore creating good learning environments.

**Abstract No: 4023**

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**“Who’s Your Hero” Infographic Project: Nurturing Language Learners’ Creativity in a Technology-Rich Environment**

Providing creative tasks in language teaching practices can support learners to produce the target language and nurture important sub-skills. Today’s learners are more motivated when they are challenged to create something with a real context, purpose, and outcome as they could look at solution to problems, look at their own product and see their achievement. Creating infographic using Web 2.0 tools may help learners develop other skills in addition to language learning-related abilities such as communication, collaboration, problem solving and creativity required for their future life and career in this 21<sup>st</sup> century. This qualitative study explored the incorporation of web 2.0 tools in some stages of an infographic project (brainstorming, researching, and creating). Through this project, learners were encouraged to be able to orchestrate multi semiotic resources in making meaning in a creative way. Involving 40 second-semester, non-English department university students, the data were taken from online postings, students’ reflection and infographic as the digital product. The result shows that (1) web 2.0 tools have provided more opportunities to build an engaging and borderless collaboration and communication among learners to negotiate meaning, (2) the stages of infographic project allow learners to experience the utilization of different web 2.0 application in the process of learning, (3) the infographic project allow learners to make meaning through different kinds of semiotic resources. The contribution of this study is to enhance better understanding of how infographic project could be used to nurture learners’ creativity as an engaging, meaningful and authentic language instruction.

**Abstract No: 4024**

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**Engaging Students in Learning Culture-Related Courses Through More Choices of Activities**

Students’ presentation is widely seen as the teachers’ assessment to their students’ contribution to and understanding of the lessons in content teaching courses such as Intercultural Communication and Language, Culture and Society. The success of students’ presentation largely depends on their public speaking ability, which not many students possess. This action research concerns how students involved in their presentation and how teachers facilitated their students’ diversified competence and creativity. The study employed critical participatory action research with interpretative modes via the instruments of observation and survey

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questionnaires. We introduced multiple formats of presentation to choose, including: live-presentation, live role-play, live talk-show/game show, recorded role-play and analysis, recorded presentation, poster, teacher-student role swap and students' initiated formats.

The results show that recorded presentation was mostly used. The justifications are the facilitation of the students' competence and creativity, the reduction of psychological pressures and enhancement of group cooperation. Factors that decide their choice of the format of the presentation are the compatibility of the topic and their competences, group's diversified expressions and the presentation's impressiveness that help them get high scores. Despite some drawbacks pointed out by the students such as unfair group members' contribution and individual assessments to the presentation outcomes, by allowing students more choices of the format, we have promoted their autonomy, creativity, diversity of competences and engagement in learning. Also, implications for facilitating students' engagement through their presentation will be provided.

**Abstract No: 4025**

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**TPACK: Technological, Pedagogical And Content Knowledge For Professional Development for Preservice and In-Service English Teachers**

Technology in every field is growing rapidly. Likewise, the use of technology in education requires knowledge and understanding of English teachers. TPACK namely Technological Pedagogical Content Knowledge provide insight for preservice teachers and in-service teachers of English to optimize three important things for education, those are the aspect of technology, pedagogy, and content knowledge. With the use of this learning model, excellent technology, pedagogy, and knowledge will support and produce a comprehensive learning process. The purpose of this study was to examine the perception and implementation of in-service teachers and preservice teachers about the literacy of the three above aspects. By using qualitative research, we get the data from questionnaires of 100 in-service and preservice teachers. The findings describe the demographic teacher with technology, pedagogy and content knowledge literacy (TPACK). The six points of the TPACK literacy are pedagogical content knowledge of multimodal, technological pedagogical content knowledge, knowledge about digital media tools, knowledge about content specific technology, integrative TPACK knowledge, and knowledge about semiotics. The implications of this research give direction and the alternatives of the implementation of the TPACK model for English classroom. In future, it gives the advantages to develop the quality of English teachers' professional development.

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**Reflexive Metadiscourse on TED-Talks to Create Worksheet for Public Speaking Skills**

Public speaking involves talking before a group of people with some preparation. Using TED Talks as a main source for improving public speaking skills is worth doing as TED Talks provide an authentic role model to develop the skills. TED Talk is a showcase for speakers presenting great, well-formed ideas in less than eighteen minutes. TED Talks contain information, ideas, statement, and latest issues. All talks are recorded and available online for free. Students learn techniques from TED Talks, such as: content generation, structure, body language, chunking. Teaching public speaking skills will help students to deliver speech successfully. One of the most important skills that has to be taught to students is teaching them how to use and choose appropriate language expressions.

This paper examines the distribution of Reflexive Metadiscourse on six selected TED Talks totaling eight thousands words. Quantitative-qualitative evidence is collected from the corpora and then analyzed and discussed with special attention for metatext and writer-reader interaction by using corpus based method. The finding shows that TED Talk speakers use rhetorical and social distinctiveness functions in presentational settings. Teachers can use these functions found in TED Talks to create worksheets for public speaking students.

**Abstract No: 4027**

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**The Effectiveness of Peer Corrective Feedback**

Communication Technology (ICT), peer corrective feedback (PCF) in a web-based writing class can be conducted in a rigid process. The students can be assigned to give PCF on the grammar, organization, and content of their classmates' work on a regular well-scheduled basis.

This paper is a report on an experiment study which aimed at answering the question *How effective is peer corrective feedback on the students' mastery the grammatical and orgaizational skill?* The students of both the experiment and control group learned academic writing in which they had to write paragraphs and short essays.

The analysis of the gain scores of the two groups using T-test shows that the mastery of the organization and grammatical skills of the two groups is significantly different; ( $p=0.006$  for the organizational skill and  $p=0.001$  for the grammatical skill,  $df=48$ ). Furthermore, the means of the organizational skill (1.47) and gramatical skill (0.42) gain scores of the experiment group are higher than those (0.74 and -0.05 respectively) in the control group. From the analaysis of the questionnaire, the study also shows that a regular web-based PCF significantly enhances the students' ability to develop and organize their ideas and their grammatical competence. They became more sensitive to grammatical mistakes. Consequently, they also wrote their assignment grammatically better because of the grammatical sensitivity.

**Abstract No: 4028**

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**IT-Based Module Implemented in Public Speaking Subject for English Education Study Program Students**

The research aims to analyze the effectiveness of IT (Information Technology)-based public speaking module applied in public speaking class of students of English Education Study Program, PGRI University of Yogyakarta. The module used IT-based media learning.

This quantitative research consisted of four procedures. The procedures were defining, designing, developing, and disseminating. The participants were the students of English Education Study Program, PGRI University of Yogyakarta. The data were collected through questionnaires to validate the module, to measure the practicability of the module, and the effectiveness of the module. The module validity and practicability were analyzed qualitatively. Meanwhile, the effectiveness of the module was represented quantitatively.

The research has been done. The media for public speaking activity is represented into three themes. Each theme consists of four main activities. The first is listening activity. The second is giving opinion followed by comprehension task. The last activity is pronunciation task. The research test shows that the enthusiasm mean of using non based-IT media is 22, 33. The enthusiasm mean of using IT-based media is 27, 07. Based on the result of the test it can be concluded that using IT-based media is more valid, effective, and practical than using non IT-based media. It is because using IT-based media can fulfill students' needs and enhance students' interest through learning material.

**Abstract No: 4029**

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**The Teaching of Speaking Procedure Texts Through “MOM”  
 Project to Indonesian EFL Students**

MOM Project stands for –My Own Movie Project. This is a technology-based English instruction designed for the Z generations at Grade IX of SMPN 5 Panggang, Gunungkidul, Yogyakarta, Indonesia. This project adapted the process approach of formal speaking (Nation and Newton, 2009: 125-7), the process-based writing (Hyland, 2003: 10-14) and the multimedia-based instructional design (Lee and Owens, 2004). The project consists of some steps, they are: (1) topic selection; (2) design (organizing ideas); (3) development; (4) evaluation; and (5) publication.

The products of the –MOM project are five short movies of procedure texts in making traditional food. They are: (1) –How to make the egg peanut ball, (2) –How to make the soybean milk, (3) –How to make the coloured cassava, (4) –How to make rainbow bala-balal, and (5) –How to make nogosari. They were uploaded in www.youtube.com.

The finding shows that –MOM project are believed to: (1) make students happy during the speaking class; (2) improve students' participation in the speaking class; (3) improve students' speaking skills in expressing the procedure of making traditional foods; (4) improve students' ICT literacy especially in creating videos, video editing, accessing www.youtube.com and uploading videos or movies in www.youtube.com.

**Abstract No: 4030**

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**Alternative Methods to Teach Literature to Students of Non-  
 Literature Program in Indonesian Context**

Teaching English literature to students of non-literature department is a challenge in Indonesia. The advance of technology appears to be double-edged sword to the students' reading habit. Taking the benefit of technology, teachers of literature can use it to create comfortable and fun atmosphere to students both inside and outside classroom settings. This paper aims at presenting alternatives in teaching literary subjects to students of non-literature department, especially those taking English education program. Literary review is used to collect the data and organize the analysis on what alternative methods to use in teaching literature to students of non-literature department. This article results in several alternatives for the teachers. First is the use of active learning, which helps to gain the students' interest and create less menacing atmosphere that the students become more enthusiastic in learning literary subjects. Second alternative is the optimization of blended learning, taking the advantage of the students' dependence on advanced technology, for their time is mostly spent with their gadget. To sum up, literature can both entertain and educate the students. Teaching English literature to non-literature students, especially students of English education program, is beneficial for their future teaching career.

**Abstract No: 4031**

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**Sway in Project Based Learning to Improve Students' Writing  
 Skill Performance**

Difficulties experienced by students in learning English writing are due to lack of materials to develop ideas, linguistic competence, and less motivation in monotonous writing activities classroom. Project-based learning with technology involving environment and internet. This project gives opportunities to students to observe, read, to discuss and to analyze the materials and helps students create writing product and publishing their product widely.

In project-based learning model with technology, students require to new knowledge, practice skills to design, plan and produce multimedia products. Getting activities with nature to find writing materials give students ease to develop ideas on writing. It means that a project-based learning involving natural environment and technology in the task could be an alternative model for writing instructions, which is interesting and helps to train writing skill.

At the end of the lesson, the students managed to build knowledge about writing a report text about plant and published the text through Sway. They also got opportunities to do research activities like observing plants and gathering other data research including authentic materials reading, analyzing, and discussing to build the report.

**Abstract No: 4032**

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**Smartphone Android as an Authentic EFL Learning Materials to Enhance Students Motivation to Study English**

The objective of the research was to know the use of smartphone android as an authentic EFL learning material to enhance student's motivation to study English.

The writer uses a descriptive quantitative. Descriptive quantitative aims at exploring and classifying the phenomena or social facts, by describing some variables related with the research problems. This research was conducted at SMPN 35 Makassar. There were 9 classes at first year, consisting of 30 students every class and total number of population were 270 students. The sampling technique in this research was purposive sampling. The researcher chose 10 students as representative of first year. Therefore, the total number of sample was 40 students. In analyzing the numerical data, the writer used SPSS for windows.

After conducted the research, the writer concludes that smartphone android as an authentic materials can improve the students to understand the real context used by native speaker, improve students' knowledge, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously and it is compulsory subject from the school.

**Abstract No: 4033**

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**The Implementation of ICT Training for Pre-Service Teachers as the Foundation Skill in Integrating Technology in ELT Lesson Plan**

This paper is an observational research which presents data about the implementation of ICT- training for pre-service teachers' in English Language Education Department, Islamic University of Indonesia. The objective of this research is to show that ICT (*Information Communication and Technology*) training is important for pre-service teachers as one of the foundation skills in designing ICT-based lesson plan in digital era. The research was conducted from September 2016 until December 2016 with 35 pre-service teachers as participants. The discussion presents three data; a) the analysis of pre-service teachers' skill prior ICT training ; b) the observation notes during ICT training c) the analysis of pre-service teachers' skill after ICT training. After one semester of ICT trainings, the observational data shows significant improvement of pre-service teachers' skill in designing ICT based lesson plan for ELT (*English Language Teaching*). They are able to present strong integration between ELT dan ICT. This result indicates that ICT training can be one of new training format for pre-service teachers prior their professional development as in service teachers.

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### **Instaglish: When Instagram Is Beyond Online Photo-Sharing Platform to Induce Your English**

Motivated by the growth of social media throughout the globe, including in Indonesia, educational practitioners need to be creative and make use of this opportunity to boost up the learning goals, for example making use of Facebook, Twitter, Instagram, Path, Line, etc in educational setting. Instagram, among those social media, has increased its popularity, particularly in Indonesia, with its 22 millions users. Basically, it is an online platform in which users can share their stories via uploaded photos. Recently, it is not merely used as photo story sharing, but also online shopping, news updating, and video conferencing. As Instagram offers promising features, this study explored on how this platform was applied to improve the students English written competence, focusing on reading and writing. This study is an action research which investigates the use of Instagram as social-and-educational medium that offers beyond new language learning experiences in the project called InstaGlish, Instagram English. The data were collected from the classroom observation during the project, students' Instagram photo posts along with the captions and comments, as well as students' reading and writing scores after project implementation. Questionnaire and direct interview to the students were also carried out to give more thorough and deeper understanding on the students' responses toward how effective InstaGlish helps them to learn and induce their English. In addition, the findings of this current study were expected to give fruitful insight on how to use social media not merely as the fun-without-meaning activity, yet fun-and-meaningful new learning experiences.

**Abstract No: 4035**

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### **The Use of Podcast in Teaching Listening-Speaking: A Research**

The world around us is changing in terms of information and communication technology (ICT) that affect the way people see, think and learn the present environment, and connect with others. In the same time, it also gives affect for the growing numbers of non-native speakers of English who try to speak English internationally in order to marketize themselves in tough competitive global market especially in ASIA. It can be said that English as an International language (EIL) and ICT are considered as a —mustll tools to survive. Thus, the purpose of this study is to reveal the students needs in integrated Listening and Speaking Material through the use of Podcast. This study employed R&D methodology. The research design is chosen to best accommodate the research questions addressed in this study in a holistic view. The data were collected by using questionnaires that included both open-ended and closed-ended questions. The result of this study described the overall picture of student teachers in English Education Department of Yogyakarta State University in these items: necessities, wants, lack, input, teacher roles, student roles, and setting. This study also investigated: (a) student teachers perceptions of learning integrated Listening and Speaking and ICT; (b) their demographic of ownership, levels of ICT skills in learning integrated Listening and Speaking since student teachers have different level of ICT skills.

**Abstract No: 4036**

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### **Can Technology Enhance Language Learning?**

Many language teachers say that it is not easy to blend technology into what they already do and that technology is always an extra layer of work in their classrooms. The Substitution Augmentation Modification Redefinition (SAMR) model created by Dr. Ruben R. Puentedura (2013) addresses this concern by presenting a spectrum of technology integration

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ranging from mere “substitution” of old technology with new technology to “redefinition” of instruction where technology is used to create learning opportunities that extend beyond the classroom walls and that would not be possible a decade ago. Using the SAMR model as the theoretical framework, this presentation will share some of the natural, resilient, and native ways to integrate technology into teaching. The session will also feature some examples and valuable resources that teachers can use no matter what technology constraints exist.

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**The Study of Indonesia Massive Open Online Course: Promoting Students’ Autonomy Through Canvas as a Reliable Learning Management System**

In Indonesia context, the use of technology in language classrooms is not new. However, not all teachers have integrated technology into their classrooms. This paper is a preliminary study of the IMOOC (Indonesian Massive Open Online Course). Prior to the implementation of the IMOOC, the needs analysis was carried out through a survey in order to examine teachers’ attitudes and opinions about the integration of technology into English classes. Involving 80 English teachers across Indonesia, this study found 73% were familiar with numbers of applications; 45% had no objection to preparing gadgets with internet connections; 76% mentioned their institutions concerned the use of technology for learning; 70% agreed integrating technology into classroom promotes a better teaching quality. The internet connection became the most problematic issue (90%). The IMOOC recommended Canvas as a reliable web platform in response to teachers’ existing problems. This digital tool enabled teachers to achieve students’ learning autonomy: providing collaborative work, exposing education channels for student self-study, and encouraging peer review activities. The majority of the IMOOC participants reported they had the sense of connectedness (social presence); both content and activities in the IMOOC encouraged them to have deep learning (cognitive presence); the instructor provided good feedback to and various kinds of learning activities that stimulated favorable learning environment.

**Abstract No: 4038**

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**My Top 8 – Simple, Practical & Effective Uses of Technology for Any EFL Classroom**

We live in an ever-increasingly inundated digital world. As teachers it can be overwhelming at times to know which technology (if any) we should use and how we should utilize it in our classrooms, not just for the sake of using the *\_newest\_* or *\_shiniest\_* thing but because it leads to higher levels of efficiency and maximizes student learning.

This presentation/poster will share my top 8 uses of technology/digital media in the EFL classroom. They consist of standard digital media most teachers will know or have access to – Excel, PowerPoint, smartphone cameras, and the online site Socrative. Uses range from aiding in streamlining key classroom routines, assisting in getting to know your students, relaxing your students by creating a warm, friendly environment, creating customized and interesting lessons, using fun and engaging review activities for the whole class, and simplified ways of conveying important messages to students such as what they should do upon entering your class or what they should do for homework.

My top 8 uses are all fairly simple to implement, practical, time-saving, and most importantly proven to be effective for classroom management and student learning. Instructors of any grade level of language learners will be able to integrate them into their classrooms and reap their benefits immediately.

**Abstract No: 4039**

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### **The Use of Mobile Assisted Language Learning (MALL) in Teaching Writing**

This research is a collaborative classroom action research aimed at finding out whether the use of Mobile Assisted Language Learning could improve the English writing skills of the second semester students' of IAI Ma'arif Metro Lampung. The subject of the research was 28 students. The data was collected by using writing tests, observation checklists and field notes and analyzed by using percentage formula for the quantitative data (the students' pretest scores, each cycle scores and posttest scores) and Miles and Huberman (1994) consisted of data reduction, data display and data conclusion for the qualitative data. The result of the research shows that the use of Mobile Assisted Language Learning could improve the students' writing. The result of the improvement can be seen from the comparison of the pretest result, each cycle result, and posttest result. The mean score of the students pretest result is 50.20, the result of the first cycle is 70.08, and the second cycle is 79.66, while the posttest result is 80.10. From those results, it can be concluded that Mobile Assisted Language Learning can improve the students' writing skills. In addition, in the process of writing the students were more active and motivated and also in doing the task both individually and in group discussion.

**Abstract No: 4040**

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### **Video-based instructional materials in English for specific purposes**

The increasing popularity of digital media has seen a rise of new forms of communication and expression such as social media and digital video. Such technologies have the potential to transform the way that English language teaching materials are designed and delivered. In this presentation, I describe an interdisciplinary project in English for specific purposes, which aimed to develop a set of video-based instructional materials for the English language development of law students in Hong Kong. This project, funded by the Hong Kong University Grants Council, involved a collaboration between an applied linguist at a university in Hong Kong and legal academics from all of the three Hong Kong law schools. Working together, two different kinds of videos were developed and shared through a project website (legalenglish.hk) and a YouTube channel: 1) expert interviews, in which expert lawyers, i.e. judges, solicitors and barristers, answered questions like 'what makes good legal writing?' 'What makes good oral advocacy?' 2) language-focused instructional videos, describing some of the common speaking tasks and writing tasks that law students encounter. In this presentation, I will outline the rationale behind these video-based materials, describe the key design principles involved, demonstrate the materials, and suggest how they can be used in English for specific purposes courses. Finally, I will discuss how the approach to multimedia materials design modelled here can be applied in other domains of English language teaching.

**Abstract No: 4041**

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### **Online English Course: Its Advantages and Challenges for Lecturers in Indonesia**

With the non-negotiable requirement to publish academic articles in international journals, lecturers in Indonesia have no choice but to improve their English. While the use of Internet is something that they are familiar with, the presence of online English courses is not something that a lot of lecturers in Indonesia are aware of. They always think that they have to attend a face-to-face course to improve their English. With a lot of responsibilities that lecturers usually have, it is hard for them to allocate



their time to do this. In this study lecturers in five big cities in Indonesia were introduced to an online English course. The objectives of this study were to measure how helpful the course was in overcoming the time constraint that they had in learning English, how successful the participants were in doing the course and what challenges they had to face in participating in the course. The method of the research is through questionnaire and interview to more than 50 lecturers. The results confirmed that although the participants were aware that improving their English is a must to publish the results of their researches in international journals, an online English course did not seem to be the solution to their low-level of English proficiency. Based on the results of this study, strategies were offered to help lecturers in Indonesia successful in learning English through online courses.

**Abstract No: 4042****Online Reading Strategies at Hypertext of SMK Negeri 4 Student's Samarinda: Case Study**

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Through online reading, not only can readers learn traditional reading skills, but they can also access new technological tools and resources. Internet, for example, produces various reading materials which contain hypertext. The purposes of this study were to find out the types of online reading strategies in three kinds of genre in reading hypertext used by SMK Negeri 4 students Samarinda. The main data of the study consisted of the participants' transcripts of the think-aloud task and of the interview. The data were analyzed through the stages of data reduction, data display, and conclusion. The analysis of the results revealed that problem-solving strategies were the most frequently used in descriptive texts, followed by global reading strategies in analytical exposition texts, and support reading strategies in report texts. Finally, the impact of the study to the students' language proficiency is that they have some insights about the importance of online reading strategies to improve their reading comprehension and possess good knowledge on how to deal with hypertext. The pedagogical implications have also been discussed as a result of the findings of the study.

**Abstract No: 4043****Students' Perception on The Implementation of Multiliteracies Approach by Using Social Media in Teachers Professional Development Coursework**

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In the era of multiliteracies, the definition of texts has been developed from texts in the sense of printed materials to hypertexts in multimodal environments such as web pages, blogs and other digital texts. The theory of multiliteracies is proposed by a group of scholars known as The New London Group and involves multimodality, pedagogy and diversity. Therefore, multiliteracies approach is suggested to be implemented in instructional design of a coursework. In the context of English language education, social media is considered as a valuable multimodal environment which can be beneficial for the pedagogy of language learning because students can learn language while recognizing some symbolic representations to build their identities. In Teachers Professional Development coursework, for example, professional social media can be used to raise students' awareness in shaping their professional identity. This qualitative research investigates students' perception on multiliteracies approach by using professional social media such as Linked In, Research Gate, and Mendeley in Teachers Professional Development coursework. Two respondents were chosen to be interviewed from eighty-nine students who took the subject on September 2016 until January 2017.

Data triangulation were gained through observation sheets and students' portfolios. This research revealed that the use of professional social media facilitated students' awareness in building identity for their professional career path and building their professional network.

**Abstract No: 4044**

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**Integrating Interactive Learning Applications as Motivational Strategy in Teaching Reading**

Reading is a very important activity in which teachers and students have to deal with in daily academic life (Masduqi, 2014). However, for many EFL students, the ability to speak and listen in English may be more motivating than the desire to read (Mori 2002). Therefore, students generally consider reading lessons unfavorable. This classroom research aims at (1) integrating technology, as motivational strategy, in different reading stages to make reading lesson more desirable, (2) gaining students' responses on the technology integration in their reading lessons. This research included 63 teen participants of several English classes at LIA Language School, Indonesia. Some interactive learning applications i.e. Kahoot!™, Quizlet™, and Peardeck™ were used in different reading stages (pre/while/post). Results show that the integration of the applications are complacently workable through teacher and students' gadgets as long as internet connection is available. Teachers can provide a variety of vocabulary games in the pre reading stage. During the while reading stage, teachers can choose varied questions to check students' comprehension and encourage their critical thinking. Grammar games can later be done during post reading stage. From the students' perspective, the application integration makes learning English more fun. They also realize that these applications help them learn vocabulary, grammar, and understand the content of the reading. They describe the applications as exciting, helpful, interesting, and cute despite the unreliable internet connection.

**Abstract No: 4045**

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**English Teachers' Responses on the Indonesian MOOC: Technology for Autonomous Learning  
(A Qualitative Survey at Central Java Province,  
Indonesia)**

The birth and existence of Indonesian Massive Open Online Course (IMOOC) facilitate English teachers in Indonesia to improve their English teaching skills and explore various potential digital tools to help promote autonomous learning in their language classrooms. To prove this fact I did a qualitative survey on 25 English teachers as the IMOOC participants from Central Java. I gave them questionnaires through a Google Form. By using this data collection technique I got their responses on the importance and advantage of the Indonesian MOOC as Technology for Autonomous Learning in their English classroom context and situation. Based on the survey data, it was known that the participants: 1) had not followed MOOCs (60%), 2) did not know the advantages of MOOC (70%), 3) knew IMOOC (86%), 4) were interested in following IMOOC (100%), 5) became autonomous learners (90%), 6) were upgrading their ICT competence for English teaching (100%), 7) were improving their career as English teachers (100%). From this survey, I have much invaluable information to map the role and function of the Indonesian MOOC for English teaching and learning autonomously. The Indonesian MOOC is really significant for English teachers to face a global era, especially for their digital literacy competence.

**Abstract No: 4046**

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**Digital Backchannel: Bringing Forward the Backseat  
 Conversation**

Students' engagement which is broadly recognized as important in the learning process has become the actual challenge and the key concern for most lecturers, especially in large classes. The meaningful discussion that is expected during the classroom lesson, oftentimes transferred into another form of silent conversation such as whispering, passing notes and text-messaging. And the larger the class is, the more challenges teachers have to select appropriate learning activities, tools, and resources that motivate and engage students in their learning. To address the challenge, this research investigates how digital backchannels—online interaction spaces that run parallel to spoken remarks—promote students engagement in an EFL class and bring forward the silent conversation that mostly happens at the back of the class. A number of 41 college students took part in a single-case study approach. Research data were taken from interviews, classroom observations, and students' task submission which was recorded within Today'sMeet, a backchannel chat platform, and Edmodo Learning Managements System. The degree of students engagement was measured in 3 types of engagement i.e. emotional, behavioral and cognitive engagement. Research findings suggest that digital backchannel promotes students engagement with learning activity and helps them accomplish the better understanding of the material. The result also strengthen the idea that appropriate technology tools can facilitate the development of an active learning environment.

**Abstract No: 4047**

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**The Effectiveness of Social Networking and Gender in Enhancing  
 the English Writing Achievement**

This study investigated whether there is any significant different effect of genders and the use of two social networking (Facebook and blog) on students' writing achievement. A quantitative analysis including descriptive statistics and inferential analysis (ANOVA) test were conducted in this research. The respondents of this study were the fourth semester students (regular class) taking the Writing III at English department of Pamulang University academic year 2016/2017. Out of 90 students of the population, 60 students (30 males and 30 females) were chosen as the samples based on the cluster random sampling. To collect the data, the study used two kinds of instrument: a writing test and the students' demography. This study revealed that the use of social networking affected on the students' writing achievement ( $p\text{-value} < 0.05$ ) with the mean score blog social networking was higher than Facebook social networking. Moreover, the different genders gave significant effect on students' writing achievement ( $p\text{-value} > 0.05$ ) with the mean score females was higher than males. However, the overall use both genders and social networking had not shown significant interaction on the students' writing in this study. It can be concluded that gender and social network have significant effect in writing quality.

**Abstract No: 4048**

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**Perception and ICT Usage of Students and Lecturers of English  
 Study Program of Faculty of Teacher Training and Education  
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Huge developments which were led by the introduction of information and communication technologies (ICT) not only make people share knowledge faster but also create many challenges in all sectors including the educational sector. This study is aimed at investigating the perception and ICT usage of students and lecturers of English Study Program of

Faculty of Teacher Training and Education Tridianti University. The existence of this paper discusses how lecturers perceive ICT in teaching, whether or not lecturers use ICT in teaching, how the lecturers use ICT in their classroom, how students perceive ICT and how students respond to the use of ICT in their classroom. Descriptive qualitative is used as the research method in this study. The population is all students and lecturers at the odd semester in the academic year of 2016/2017. Questionnaire with open ended questions is used as the instrument. The data is analyzed and interpreted by categorizing them based on the problems of the study. It is expected that this study will give an understanding dealing with ICT in teaching at English study program and give significant contribution in doing some improvements in teaching process as well.

**Abstract No: 4049**

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**Online Brainwriting Vs. Brainstroming as Prewriting Strategies for Students with High and Low Frequency of Language Learning Strategies**

Becoming fully aware of the current digital world, this study tried to examine online brainwriting compared to brainstorming as prewriting strategies in improving the writing skills of students with high and low frequency of LLS. 2 x 2 factorial design of experimental research was carried out to collect the data from 60 college students majoring in Dance Education. Two experimental groups, A and B, were given two different treatments: online brainwriting and brainstorming. SILL by Oxford (1990) was used to determine whether the students have high or low frequency of LLS. The ANOVA test showed  $p=0.000$  for both online brainwriting and brainstorming which prove effectiveness of both techniques. It is also found that online brainwriting is proven to be significant for both high and low frequency of LLS students with  $p=0.000$ . Brainstorming, on the other side, is only significant for high frequency of LLS students with  $p=0.000$ , yet is proven insignificant for low frequency of LLS students with  $p=0.039$ . However, the results showed that there was no interaction between the use of prewriting strategies and the frequency of LLS which was proven by the  $p=0.529$ . Future researchers might consider having a mixed method of study in comparing those two strategies to get more comprehensible results.

**Abstract No: 4050**

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**Utilizing Free Webinars for Teacher Education in A Low Resource Environment**

English language teachers around the world with a device and reliable internet access now have at their fingertips an abundance of free online professional development (PD) opportunities, such as massive open online courses (MOOCs) and webinars from top universities, professional teacher associations and education-focused organizations in English-speaking countries. This study examines how a national college of education in Sri Lanka with emergent technological resources has utilized Internet-based PD opportunities to supplement the education of preservice teachers of English. Two (2) batches of twenty-five (25) teachers from the college were invited to take part in group viewings of a 3-month series of free webinars designed for teachers of English outside of the USA, with the aims of introducing online PD that they can continue to take advantage of throughout their careers and of helping them bring the ideas and strategies from the webinars into their teaching practicum. Other outcomes of this webinar program included promoting the teachers regular use of available technology for academic purposes and offering them unique leadership opportunities in teaching with technology. By collecting survey results, personal reflections on the series and the teaching it

prompted as well as attendance records, the challenges and successes of conducting this webinar series program in this particular low resource environment were uncovered.

**Abstract No: 4051**

**Terrific Tools for Stress-Free Student Projects**

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With the proliferation of the internet and a plethora of free, intuitive tools available online, now is the perfect time to incorporate creative projects into your class! It's easier than ever to build on students' personal interests and funds of knowledge; the portability of smartphones allows students to take digital photos and videos anywhere, while online resources and tools facilitate the creation of eye-catching, multimodal projects unmediated by a student's drawing skills. The internet also makes it easy to share final products with an authentic audience and to explore, comment, and build upon others' work. For teachers who wish to capitalize on these advantages, this presentation will prove very useful, providing an overview of several exciting online tools that are free, easy to use, and generally ideal for teachers seeking to cultivate creativity through digital media. The workshop will focus on tools for creating videos of varying lengths, including Adobe Spark, Animoto, and My Simple Show, along with a (non-social media) site where students can share their work.

Attendees will leave the workshop with great ideas and new enthusiasm for effectively integrating tech-based projects into their teaching, helping to make their classes both more multimodal and motivating.

**Abstract No: 4052**

**Applications of ICT For Differentiation and Customization to Support the Development of Reading Skills, Learning Strategies, and Vocabulary**

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EFL instructors often find themselves teaching classes with students at different proficiency levels, with varying degrees of motivation, and at seemingly disparate stages of learning strategy development. In order to accommodate students and maximize learning outcomes in mixed-ability EFL classes, it is imperative that language instructors find creative ways to differentiate instruction and customize course content for each learner. This can be a difficult and imposing task given contextual constraints such as large class sizes, low amounts of contact hours, and limited access to appropriately multi-leveled resources along with the difficulty of delivering the same content at multiple levels simultaneously. In response to these issues, the goal of this session is to introduce some approaches teachers can adopt to help individualize both content and activities for each student in a class with the assistance of information and communication technologies (ICT). The presenter will demonstrate how instruction was designed and a series of ICT tools were applied in a university elective EFL course entitled —Reading Skills and StrategiesI to support differentiated intensive reading instruction, independent extensive reading, use of learner's dictionaries, development of independent learning strategies, and vocabulary expansion and reinforcement. The ICT tools that were used include Newsela, Books that Grow, the Moodle glossary activity, online learner's dictionaries, Quizlet, Kahoot, and Socrative. Practical examples of how each tool was used will be shared, and this will be followed with an analysis of how both the teacher and students interacted with the course based on observations, performance data and survey results.

**Abstract No: 4053**

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**Better Pronunciation in English Using English Animated Movies  
(Focused on Stress Used by the Eleventh Year Students of Nurul Haq  
Islamic Boarding School Pangkajene Sidrap-Indonesia)**

The aim of this study is to discover to what extent English animated movies are able to make students' pronunciation better and in what way it makes pronunciation better. The research conducted was pre-experimental method with one group pre-test and post-test design. The data were collected through test and observation conducted to the eleventh year students of Nurul haq Islamic Boarding School with total number of students at 16 that were taken by using total sampling. They were given treatment by using English animated movies. The result of this research showed that the English Animated movies were able to make students' pronunciation better. It was indicated by the students' mean score of pre-test 21.06 is lower than the students mean score of post-test 31.56. The result of t-test was 14 greater than the value of t- table that was 2.13 at the level significance 0.05 and degree of freedom (df) was 15. This indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The result of observation found that students pronunciation become better using English animated movie because it is enjoyable, fun, interesting and the students also can listen and imitate the pronunciation of the movie dialogue.

**Abstract No: 4054**

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**Students' Perception of Machine Translation Application in  
Enhancing English Literacy of Tridianti University**

The fast improvement of internet use in the world has also shown the high enhancement of English literacy. Translation as one of the way to achieve the understanding of English both generally and specifically has experienced a significant change, importantly influenced by the development of the *Internet* in the 1990s, and the successive availability of web-based translation resources, among them also of machine translation (MT) platforms such as *Google Translate*. The introduction of these resources into the translation will create two sides effect. One refers to all the advantages of the use of it and the other tends to bear some human hindrance in applying it. This paper therefore, attempts at giving all sorts of information about students' perception of machine translation application in enhancing English literacy of Tridianti university. In doing the study, the writer will do a descriptive method by analyzing the result of questionnaire and interview to get the data. Then, all of students of Tridianti University Palembang will become the sample of the study. Hopefully, the result will give the awareness for lecturers to care more about students' needs and their behaviors of using machine translation in order to enhance their English literacy.

**Abstract No: 4045**

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**Blended Learning Approach in Academic Writing: A Case  
Study at University of Sebelas Maret, Surakarta**

This case study explores the university students' peception toward blended learning approach implementing in academic writing classroom and the effect of the aproach in students proficiency in academic writing. Blended learning is the combination of online and face to face classroom learning. The use of blended learning for academic purposes is believed can respond the challenge of academic writing in University level. The main subject of this study is the graduate students in Sebelas Maret University majoring in English Education Department. Data were collected through observation, interview, questionnaire and the document analysis. In pre research, the result shows that the students are lack of self

confidence to write an academic writing and they admitted that their writing competence is still low. Through blended learning approach, what the students learn from online can support what they learn in face to face classroom learning. The main discussion of this paper are to describe students' perception of the implementation of blended learning, how the lecturer manages the classroom using blended learning and the effect of this approach on the students' proficiency in academic writing.

**Abstract No: 4056**

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**Accounting Students' Interest in Learning English through Facebook Group Usage**

Teaching English, especially English for Specific Purpose (ESP) is very challenging for the lecturers who taught English for Non-English students. The instructional material should meet the students' need according to their major. The thing to be considered in implementing teaching method is the students' interest. By integrating technology in learning and teaching activities seems attracted the students' interest because they spend a lot of time surfing internet. The objective of this research were to find out the students' interest in learning English through facebook group usage and to improve students' critical thinking skills and language proficiency after joining the discussion activity in Facebook group. This writing used descriptive method for the first question; by purpose it was qualitative research which is designing of using facebook group, the second question used pre-test and post-test analysis by scoring the students' performance. The collections of the data were done by distributing the questionnaire to the participants, and giving pre-test post-test to 30 students who have joined my English class. The finding of the research indicated that; first, most of the students interested in learning English by integrating the usage of social media; facebook group, the average score of students' interest is 43,33 which is classified as 'very high interest'. Second, the result of the students' post test (7,33) is higher than pre-test score (5,66). It means that facebook group activities improve their critical thinking significantly.

**Abstract No: 4057**

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**Academic Writing Task; –A Video Corrective Feedbackl**

This present study was mainly aimed at finding the importance of feedback on students' performance in EFL academic writing class as well as investigating the use of technology, particularly video based feedback (veedback), in enhancing the quality of teacher's feedback. A program Screencast O' Matic (SOM) was primarly utilized as a media for creating a video feedback on the students' academic wrting class. Involved in this study were 24 participants from second graders students of non-English Education Study Program. Drawing on ethnographic observation and interview data, qualitative findings showed the following main advantages of promoting video-based feedback in academic writing activities: 1). This model successfully gave the students a greater amount of inspiration and motivation when completing academic work. 2). This model provided the students a chance to get a deeper learning through the multimodal interaction between picture, sound and text, 3). Using video feedback produced a high degree of learning effect in academic writing class, 4). Screencast gave an opportunity to improve the efficiency as well as reduce the time consuming of working with feedback. All in all, this present study reveals that video feedback can be seen as a future-oriented feedback model for correcting and assessing the students work, particularly in writing activity. Screencast tool can produce a new experience and multimodal interaction in feedback work that may help the students to improve their performance in academic writing class.

**Abstract No: 4058****A Study on the Use of Mobile-assisted Learning for TEFL**

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With the recent advanced development in the information and communication technology, the daily use of digital devices has been increasing. Mobile-assisted language learning (m-learning) has developed to maintain students' language learning with the increased use of digital devices and mobile technologies. Especially for university students in Korea, the use of ICT and smart devices has become inseparable part of their daily activities. Therefore, educators have been searching ways how to convert their enthusiastic use of smart phones into pedagogical paradigm. They have also tried to find ways how to utilize the advantageous features of the smartphone applications in order to customize the need and interest of their digital-wise university students. Thanks to the digital devices, mobile learning, or ubiquitous learning, has become a prominent part of the e-learning movement. Smartphone applications have shown great potentials for effective instructional tools because of their easy accessibility, user-friendly formats, and multi-functional features. The purpose of this study is to examine university students' learning experience of engaging in mobile learning for studying English. This study revealed that integration of the mobile application could increase student motivation and make their learning more convenient and enjoyable than the traditional instructional methods. Participants of this study reported that important benefits of using mobile applications for their English study were accessibility, portability, flexibility, and interactivity.

**Abstract No: 4059****Multimedia Based Teaching Materials for Sociolinguistics Course: A Research and Development Project for English Teaching Program**

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It is believed that good teaching materials are the ones derived from sufficient need analysis, environment analysis, and supported by the dynamic development of knowledge and technology. This study aims to develop multimedia based Sociolinguistics Course teaching materials for the students of English Teaching program. Three research stages were conducted to complete the study; 1) definition stage, which includes need and environment analysis; 2) development stage, which includes syllabus, teaching steps, teaching materials and media, and teaching evaluation; 3) evaluation stage, which includes expert's commentary, partial try out, and experiment. The design of this study was adjusted with each stage of the research where a survey was done in the first stage.

In the definition stage, data on need analysis and materials' relevance were collected. The need analysis shows that there is a gap between the materials being taught and the ones needed by the students. Similarly, the fitness analysis shows that the existing teaching materials are irrelevant to the students' practical learning needs. Such gap needs a bridge in a form of a corresponding new teaching and learning model. The development stage is where the model was developed. It resulted in new syllabus for Sociolinguistics Course on multimedia basis. It was a mixed syllabus because it combined the contents of several syllabuses. It also produced a prototype of learning strategies for Sociolinguistics Course. This prototype was developed from genre based English learning where Building Knowledge of the Field, Explicit Instruction and Reinforcement, Collaborative/Individual Activities were equipped.

At last, a new model of Sociolinguistic Course learning devised by new syllabus, teaching materials, and learning strategies were completed. This new model can be adapted or adopted in classroom setting of Sociolinguistics Course to help students in learning.



**Abstract No: 4060****L2 Digital Literacy Practices in Indonesian Higher Education**

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In this century, technology keeps advancing rapidly and has been impacting people's lives in greater ways than it had ever been in the past. In English Language Teaching (ELT) context, teachers, practitioners and researchers are also influenced by this phenomenon. Evidently, in the last few decades, there has been a growing interest in this field regarding the integration of digital technology in second language (L2) teaching to maximise L2 learners' learning experience. However, a critical issue that is sometimes overlooked by teachers when integrating technology in their teaching practice is the deficiency of digital literacy training for their learners (Buckingham, 2006). Particularly in higher education, where L2 learners are learning a foreign/second language and are expected to develop critical thinking, problem-solving skill, and effective communication—while all at once also getting exposed to enormous learning resources provided by digital technology—digital literacy has become an absolute necessity to be taught in ELT. This study, therefore, seeks to explore how L2 teachers in higher education bring digital technology and digital literacy into their language teaching. A group of lecturers with different background and teaching experience are given a set of questionnaire related to the application of digital technology and digital literacy in their teaching practices. The findings are intended to provide better insights on how ELT teachers, practitioners and researchers can best accommodate L2 learners with digital literacy practices for academic and non-academic purposes. The pedagogical implication drawn from this study will also be discussed in this paper.

**Abstract No: 4061****Using Plickers to Improve Vocabulary Mastery for Electrical Avionic Study Program**

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The research will be carried out to solve a problem on the lack of English vocabulary mastery by many students of Electrical Avionic study program in STT Adisutjipto Yogyakarta. The students not only learn general English but they also learn English in engineering term. Moreover, students will feel bored learning English if they have to follow old dated activities since they have English course every day, they stay in a dormitory and are not equipped with laptop, mobile phone, television and internet access. They have a pressure to pass the requirement subjects which are in English for their cooperation with Garuda Indonesia. Based on the problem found, the researcher will choose online learning media technique using plickers. Plickers is an online tool that has supporting application for facilitating students without the need for students' devices such as laptop, mobile phone or internet access.

The research aims to answer one research question which is how plickers improves students' vocabulary mastery. To fulfill the purpose, the data will be collected from 24 college students. The method used is action research. One of the functions of classroom action research is to find the students' main problem and give solution for the problem. Therefore, it hopes give improvements on the learning in the classroom. In order to answer the question, the data will be collected by journal log, observation, questionnaire and interview.

**Abstract no: 4062**

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### Frameworks of the 21<sup>st</sup> Century Skills for EFL Class

There is a growing concern among business leaders and policymakers on how to equip students with skills and knowledge that would help them succeed in life, work, and citizenship. The frameworks of 21st-century learning shape (1) ways of thinking and (2) ways of working recommend (3) tools for working and ways of (4) living in the world. The presentation would explore the frameworks of 21st-century learning and make ways for them to be integrated into EFL teaching and learning in the Asian context. Several teaching approaches would be discussed along with samples of EFL teaching and learning in Asian countries. Moreover, some obstacles in implementing the frameworks would also be discussed and explored to introduce possible alternatives to the problems. One of the obstacles would be about the use of technology. The skills recommended in the 21st-century learning frameworks heavily relate to the use of technology. However, this does not mean that schools with limited facilities could not implement notion. Some approaches to implementing the frameworks despite the limited sources will also be explored further in the presentation. Technology is important. However, the absent of it should not hinder students to reach their most potential.

**Abstract No: 4063**

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### Practicing Spoken English Expressions In Indonesian Classroom by Using Speaking Series - Videos from You Tube To Measure Its Effect on the EFL Students' Speaking Skill

Research have revealed that university students, particularly non-native speakers of English in Indonesian classroom, encounter difficulties with various academic tasks for example: individual presentation and classroom discussion. This is a serious problem, whenever speaking English is a must for students who choose English as a major of study. Research also showed that EFL students practised successful to improve their speaking skill by using a series of videos from you tube. This pre-experimental study examined the effect of practicing spoken English expression by using speaking series-videos from you tube on the EFL students' speaking skill.

Forty nine students who join Speaking I course, are selected purposively as sample of the study. Pre-test and post – test design is applied to examine the speaking skill they demonstrate before and after practicing spoken English expressions using a set of video-series from you tube, and also assess using a rubric and analyse using *t-test*. Results showed that the mean scores of pre-test was 60.35 and the mean scores of post-test was 70.79. Hypothesis testing verified that the **observed** was higher than **ttable**, at which the score was  $2.02 \leq 4.4$ . This revealed that practicing spoken English expressions by using speaking series-videos from youtube affected significantly on the EFL students' speaking skill.

**Abstract No: 4064**

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### A Pedagogical Comparison in the Teaching of Literature: The –Traditional Approach and the –21<sup>st</sup> Century ICT- Based Approach.

21<sup>st</sup> Century pedagogical skills in English language teaching are currently the focus among English language practitioners. Numerous platforms are being used to discuss viable conceptual frameworks in innovative and effective pedagogies to ensure a successful classroom

endeavour in English language teaching. Therefore, innovations and best practices have frequently been a subject of common interest among classroom practitioners in trying to find the right formula and the right factor. The digital era has also provide added avenues among practitioners in finding new strategies in teaching the language, so as to move away from the traditional method to a more ICT-based approach. This shift provides practitioners with more options in re-structuring their approaches, methodologies, strategies and techniques to enhance effectiveness in teaching and learning. This presentation aims to share some pedagogical comparison and some practical and contextualised concepts pertaining to classroom practices in teaching literature in accordance to the notion of 21<sup>st</sup> Century education. Based on the rapid development in educational tools, resources and technologies and more advanced methods of training, teaching literature would embark on a different approach yet ensuring a successful learning of the language. Other pertinent issues related to the teaching of literature in context will also be discussed with the hope of finding common grounds in enhancing contextualized ICT-based literature teaching and learning in the English language classroom.

**Abstract No: 4065**

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***SMART Teaching 3.0: A Mobile-Based Open Platform for English Teachers' Professional Development***

*SMART Teaching 3.0* is an open platform for Korean English teachers to develop their ELT expertise by watching and sharing other teachers' stories, instructional tips, lesson demos and lectures. *SMART Teaching 3.0* was designed in a mobile-based MOOC format where teachers can instantly choose the learning contents (out of 54 video files) by their hands-on needs anytime even while teaching in the classroom. *SMART Teacher 3.0* project was designed for the purpose of suggesting a transformational model for teacher education which provides motivating, self-directed, situated, and bottom-up mobile learning opportunities to Korean middle and high school English teachers, which is a substantially different from traditional top-down teacher training programs. The platform was developed with mobile friendly technology such as 'responsive web design (RWD)' which makes the website easily adaptable and optimally viewing both on a desktop monitor and a mobile device. The menu includes four categories: 1) *Teachers' stories* 2) *Tips & Issues* 3) *Virtual class tour*, and 4) *Screen lectures*. The contents were identified by triangulated needs analyses from survey and interviews with Korean English teachers and all created in the short video format with less than fifteen minute running time. All the participants in the contents are English teachers and students in their classrooms. This platform was initially integrated into a new and returning English teacher workshop program in Seoul and will later serve as open educational resources. In this presentation, the key features and sample contents of SMART Teacher 3.0 will be introduced.

**Abstract No: 4066**

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**Enhancing Autonomy with Information Technologies: Myth or Reality?**

Nowadays, the importance of helping students become more autonomous in their learning has become one of the prominent topics. Some authors consider information technologies in teaching a foreign language potentially supportive of the student's autonomy. Others refer to them as a critical dimension in implementing the autonomy of a foreign language learner. According to literature, this may be attainable

as the student, as a controller of the technological device, is placed in direct control of key aspects of the learning process. Besides, information technologies allow wider access to authentic target sources as well as to authentic interactive use of the target language.

However, autonomy is referred to as a complex construct which components are generally non-observable. Thus, they can be reflected upon and self-assessed only intuitively at the moment as research investigating the effects of technology-enhanced language learning on the students' perceptions of their EFL classroom environment is not sufficient.

This presentation aims to describe a technology-mediated EFL course, which introduces students to a number of Web 2.0 software tools, and to reflect on the course learning outcomes. The data from questionnaires administered before and after the course is analyzed. The possibility of developing personal learning environments and engaging students in self-directed language learning is discussed.

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**Challenging the Difficulties: Utilizing Technological Application in Teaching ESP Classes**

As picking up appropriate materials is already an issue for ESP teachers, putting these materials into classroom activities can be problematic as well. Although Hutchinson and Waters (1987) states that ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning, with ESP, it is more complicated. The choice of content relevant to the purposes of learning becomes a difficult choice to make. Thus, it is a challenge for ESP teachers to create classroom activities that are both effective and efficient and content relevant. The strategy to use visual aids when possible because they invoke associations with extralinguistic reality determining the language learners' needs to study Special English seems motivating and productive in teaching ESP. These visual aids may come in many forms. Technological application when used in classroom activities offers attractive visual aids in addition to interactive and content relevant learning. —...and the development of a range of technological applications has offered tools for language learning...!(Bloch, 2013). Technological application such as *iSpring Quiz Maker* provides not only interesting visual aids for the students but also solution for ESP teachers to present effective, efficient, and content relevant classroom activities.

**Abstract No: 4068**

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**Framing Local Culture Based Digital Storytelling for EFL Students**

This article discusses a step by step guided teaching of local-culture based materials through digital storytelling. The framework designed focuses on how to promote the development of students' English language repertoire. In addition, the present participatory action research also investigates how the project engages students to learn language in more communicative ways. 30 students ranging from 12-14 years of age were chosen from a rural junior high school in Indonesia. They were asked to create a local culture-based digital story telling using simple video editor application from their computer or tab. The data was obtained from observation, learning logs, and focus group interview. The products of students' digital storytelling were also analyzed to complete the data. Through discourse analysis approach, the study found out that: (1) project based digital storytelling was a powerful approach to mediate the improvement of students' active participation in learning, (2) digital story telling helped build students' motivation in learning English as a foreign language (EFL), (3) incorporating local culture based materials in students'

digital storytelling assisted students to find familiar lexical terms through their prior knowledge and contexts, and (4) Pictures presented in digital storytelling became scaffolding strategy for students to convey meanings in more creative ways. The findings suggest that the tasks framed lead students on interactive activities and foster meaningful language learning.

**Abstract No: 4069**

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**Exploring Teachers and Students Awareness on Multiliteracies in EFL Classroom: ICT Challenges in Teaching Generation Z**

In equipping generation Z students to compete in 21<sup>st</sup> century, the teachers need to be aware of the significance of multiliteracies and the emphasis of utilizing ICT in learning and teaching interaction which can be reflected in their pedagogical practices. This qualitative research investigated the senior high school teachers' awareness on multiliteracies, the classroom practice, and their students' responses to the use of ICT in the English classroom. For triangulation purpose, three instruments were utilized that covered questionnaire, classroom observations, and interviews. This study involved 5 English teachers in a senior high school and their students. The findings showed that 3 teachers had very high awareness on multiliteracies which was reflected on the utilization of different kinds of media including the use of ICT at their classrooms such as Screencast O'matic, video maker, Sway and ebook to accommodate their Generation Z students. On the contrary, 2 teachers had meagre understanding on multiliteracies and were reluctant to leave their –comfort zone which was mirrored at the conventional teaching without various techniques and media. In this case, the students expected the English teachers to utilize ICT to make English class more fun and comprehensible. The results imply that the English teachers need to develop themselves to keep up with the current demand to be professional English teachers for Generation Z.

**Abstract No: 4070**

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**Applying Multiliteracies Pedagogy in an ELT Classroom: Potentials and Challenges (An Analytical Review)**

The rapid and global proliferation of technologies and the increased popularity of social networking sites and chat applications like *Facebook, Instagram, Twitter, YouTube, WhatsApp, and Line* have brought significant impacts on learners' literacy practices. Learners' today are extensively engaged with multimodal, multimedia practices along with printed-based literacy practices and are dramatically exposed to new online information and mass communication on daily basis. Under such changing climate, literacy educators in the 21<sup>st</sup> century are challenged to cultivate new literacy pedagogy relevant to these situations. Firstly endorsed by the New London Group (NLG) in 1996, multiliteracies pedagogy is regarded as an appropriate literacy pedagogical framework to be adopted in this digital and knowledge-based era. This paper synthesizes a number of published research articles, online dissertations and other documents concerning with the enactment of this approach in an attempt to explore its potentials and challenges. The reviewed papers are taken from some reputable refereed journals (e.g. *Routledge, Science Direct, etc*) and are selected based on the following criteria: (1) studies published within the last 5 years; (2) studies concerned with the implementation of multiliteracies pedagogy; and (3) studies conducted in an English language classroom settings. A thorough analysis of these research articles will be beneficial to set up a well-established conclusion and firm recommendation regarding the implementation of this approach in TEFL contexts in Indonesia.

**Abstract No: 4071**

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**Twenty Years of English Corpus Linguistics in Korea**

The compilation of early English corpora started in the 1960s and 1970s on both sides of the Atlantic. In the 1980s academics and publishers started collecting corpora of large-scale general corpora (i.e., the British National Corpus and the Bank of English), historical corpora (i.e., the Helsinki Corpus), and corpora of non-native English. With the advancement of computer technology and wide spread of personal computers, corpus linguistics took off in the early 1990s when different kinds of corpora were made publicly available.

It was only in the late 1990s that Korean scholars began to do research in English corpus linguistics. Lee (2015) carried out an analysis of corpus-based research papers published in the KATE (Korea Association of Teachers of English) journal *English Teaching*. Here the first academic paper using a corpus-based methodology was published in 2002. Since then, 42 research articles have been published until 2015. These articles were analyzed in terms of research topics, methodology, and corpora.

The purpose of this research is to analyze recent trends of corpus-based research in Korea since the late 1990s and to suggest future directions for corpus research in Korea. First of all, the author will review Lee's study and then analyze the corpus-based research articles published in two major linguistics journals (*The Korean Journal of Applied Linguistics* and *English Language and Linguistics*) over the past 20 years. On the basis of the analysis, the author wishes to point out the strengths and limitations of recent corpus linguistics research in Korea and suggest the potential of corpus linguistics for language research and teaching.

**Abstract No: 4072**

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**A Case Study of the On-Line TESOL Graduate Program In Korea**

In this study we will introduce the only on-line based TESOL graduate program in Korea, which operates fully on-line throughout the nation and worldwide. This fully on-line based, two-and-a-half year, MA program in TESOL opened in 2012 and accepts 48 students every year. There are about 130 students currently enrolled in the program with the number of applicants steadily increasing. A total of 80 students have graduated. In the presentation, we will introduce the language management system of the program as well as the curriculum and student services. First, the lecture system will be shown with focus on the combination of video lectures and web-based real-time teleconferencing. Secondly, parts of the on-line evaluation system will be examined such as attendance, assignments, and mid-term and final exams. Third, the on-line interaction system will be discussed; for example, the class Q&A board, discussion board, as well as the private communication system between students and the lecturers. Fourth, the student service system will be reviewed, such as not only on-line based student advising system and students study group activities, but also off-line based weekly special lectures, colloquiums, workshops, and English proficiency development programs with English native speakers. Finally, we will also report on the results of the needs analysis of current students regarding the prospective development of the program in the fully digital world.

**Abstract No: 4073****Developing Multiliteracies for EFL Learners in the Digital Era**

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In the digital era, with diverse modes of communication and growing linguistic and cultural diversity, EFL learners are exposed to new forms of literacy and communication that are multimodal. Literacy development evolves from traditional textual literacy to digital media literacy. Multimodal literacy refers to the ability to understand what various meaning-making modes make through reading, viewing, understanding, responding to and producing and interacting with multimedia. The meaning-making resources: linguistic, audio, visual, gestural and spatial are always complementary and overlapping. The multiliteracy pedagogy put forward by the New London Group has expanded the traditional views of literacy to include various multimedia forms available. This paper introduces the benefits for EFL learning brought about in the digital era: 1. Ubiquitous learning. Learning can be ubiquitous with access to softwares, applications, network. 2. Personalized education tailored to meet learner's individual interests and needs. 3. Learner-oriented teaching and learning. Teachers no longer manage but facilitate learning, with learners playing a more active role in learning, such as in the flipped class. 4. Multimodal pedagogy. 5. Collective information sharing and teamwork. Then, this paper elaborates on the research about the methodology of developing multiliteracies for EFL learners: situated practice, overt instruction, critical framing and transformed practice. Furthermore, how educators incorporate the multiliteracy pedagogy focusing on critical reflection, empirical reasoning, collective intelligence, and metacognition to promote learners' critical thinking ability and cross-cultural awareness is a new task for TEFL in the digital era.

**Abstract No: 4074****Preservice Teachers' Attitude on Flipped Teaching**

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This quantitative research aimed at investigating preservice teachers' attitude on flipped teaching applied to the fourth year university students in a non-English speaking country. Prior to each meeting, the preservice teachers were obliged to watch a video and read a book chapter on the topic which would be discussed. A total of 75 preservice teachers joining the flipped classroom were given 23-item questionnaires covering ten categories. The findings have shown that overall, the preservice teachers had positive attitude towards flipped teaching and that flipped teaching was more effective than the traditional one. They viewed that with flipped teaching, they could manage their own learning pace and comprehended the materials and contents more easily. Flipped teaching also provided more opportunity for teacher - student interaction and student - student interaction to occur. They also had positive attitude on the pre-learning activities done at home and the whilst-learning activities done in the classroom. In addition, 86.5% of them planned to apply flipped teaching in their future teaching. In contrast to those categories, the preservice teachers showed negative attitude in terms of the use of video in flipped teaching and how flipped teaching improved their motivation.

**Abstract No: 4075****Implementing Padlet Application to Improve Writing Skill for Non English Department Students**

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Using padlet application has function to encourage students to share and collaborate in writing and speaking. This study is aimed to know: (1) teaching learning process in writing by using padlet application for Primary Education Department's students. (2) There is improvement of students writing English skill by using that application. Subject of this research was third semester students of Primary Education Department of

IKIP PGRI MADIUN since August to October 2016. This is Classroom Action Research consists of some stages, are: planning, acting, observing, and reflecting. In collecting the data, researcher used some techniques: observed, interviewed, compiled the data in each cycle, and writing test. The data were analyzed by quantitative and qualitative. The quantitative data was from writing score. Then descriptive statistic to compare score of pretest and posttest. While the qualitative data used Constant Comparative Method. Result of this research were: 1) those application can be implemented as online writing practices every time that made students ability improve, 2) the situation of wall in padlet can stimulate students to explore idea because they could upload video, recording, or picture suitable with topic that can support their writing. Students improvement in writing can be seen from posttest score in every cycles. Students mean score in pre cycle was 69.15, cycle 1 was 73.63, and cycle 2 was 77.10. Based on the results above, it can be concluded that implementing padlet application can improve students Non English Department' writing skill.

**Abstract No: 4076**

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**Design Thinking Implementation in Developing Multimedia Technology- Based Teaching, Learning, and Material of Pacific Model Throughtout Triamedic Model Of Learning by Design, Learning Activity Types, and Reflection for Exploiting TPACK Framework into Practice**

Recently, there has been growing interesting in understanding, implementing, assessing, and evaluating the Technological Pedagogical and Content Knowledge (TPACK) framework as the knowledge in-service and pre-service teachers need to teach specific subject matter effectively and efficiently with technology in education field. However, few studies have exploring pre-service teachers' experiences in combining the three approachers of learning by design, learning activy, and reflection in creating of multimedia of technology-based teaching, learning, and material of PowerPoint, Audacity, Camtasia, and Internet based on specific context (PACIFIC) model in unpacking and exploiting TPACK framework into practice on Computer Application course. This study employed qualitative of phenomenology through observation, semi-structure interview and documents of eight PSTs' experiences in exploring their experiences in designing and developing PACIFIC model in exploiting the TPACK framework. This study revealed that PSTs were being subversive user of technology and good designer for creating their own multimedia, although some challenges such as insufficient advanced hardware and software, inconsistent internet access and lack of teaching experiences they faced. But, they were able to foster and booster their critical thinking and problem solving skills for making multimedia to make their teaching and learning effective and efficient as the expectation of TPACK framework to be ready in 21st century learning teachers.

**Abstract No: 4077**

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**Gallery Walk for Teaching a Content Course**

Gallery Walk is a learning activity that requires students to visit galleries displaying concept maps on a particular topic. The students circulate around the gallery displays to shop for knowledge or information, conform understanding, exchange ideas, discuss related issues, and obtain extended insights on the topic being discussed. In this research, the concept map is created using an open source software application—*e-draw*. Not only are students required to understand concepts but also use *e-draw* application to create concept maps. This paper investigates the use of Gallery Walk technique in a two-credit Qualitative Research course and how students perceive Gallery Walk to help them understand



concepts. There were 41 students of an English teacher training program who took Qualitative Research course. Data were collected from reflective notes, observation, and a focus group discussion. Results indicate that Gallery Walk is perceived as being a powerful tool for engaging students' learning. It also promotes cognitive, affective, and psychomotor learning. Students tend to create net type concept map which elaborate complicated concepts and varied information. Interestingly, high achievers and low-achievers demonstrate different ways in providing details to illustrate particular concepts. This study has shed light on the use of a cooperative learning strategy that enables students to develop presentation skills and teamwork skills. Future research may examine the implementation of Gallery Walk through deeper interviews with participants.

**Abstract No: 4078**

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**Promoting Students' Engagement in a Short-Term Intensive Indonesian Massive Open Online Course (IMOOC)**

New technologies, as many people claimed, have their potential to transform education. The Indonesian Massive Open Online Course is the first massive online course (IMOOC) designed by Indonesian Educators for Indonesian participants under the U.S. Embassy's Regional English Language Office (RELO) sponsor. Launching in Jakarta on January 13, 2017, the IMOOC is piloting in 15 areas across Indonesia, included Maluku. This Study intends to describe strategies developed for engaging 25 pre-service and in-service students enrolled in IMOOC in Maluku. The students are diverse in term of English proficiency level, technological skills and experience. This is a very challenging situation since all students will engages in similar activities offered in this course. With this in mind, the strategies focused on maintaining students' engagement with the activities, individually and in group regardless of their proficiency level in language and technology skills.

**Abstract No: 4079**

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**E-Portfolio: Fostering Innovations and Reflections  
(An Investigation on English Student Teachers' Perceptions toward the Use of E-Portfolio in Micro Teaching Class)**

Welcome to the world of digitized learning of student portfolio. Recent studies show that students' portfolios have begun to go electronic-so called E-portfolio to focus on learning in a new innovation. E-portfolio can be sufficiently defined as simply an online version of the more familiar printed portfolio. To create E-portfolio, student engaged in three primary activities of collection, selection and the most important reflection. Reflection as the key portfolio piece because of the students' understanding that reflection enhances learning. Basically, reflection is the process by which we think about how they learn. This study intends to investigate the English student teachers' perception towards the implementation of E-portfolio in micro teaching class. This study employs a qualitative research design. The data gathered through the interviews, questionnaires and peer reviews' documentation. By the purposive sampling to the English student teachers enrolled in micro teaching class, this study is expected to give the deep exploration about E-portfolio as their showcases in reflecting their teaching competencies and surely teaching experiences. Hence, students are responsible for telling their own stories of learning: for explaining what they did and did not learn, for assessing their own strenghts and weaknesses as prospective teachers, for evaluating their products and performances and for using the review of the past to reflect on paths for future learning.

**Abstract No: 4080**

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**Towards an Automated Approach to Testing and Enhancing L2 Word Recognition from Speech**

A second language (L2) listener's ability to rapidly recognise L2 words in connected speech is of fundamental importance to successful L2 listening comprehension. As the ability to recognise L2 words in speech plays a crucial role in L2 listening, it is surprising that approaches to testing and enhancing this specific capacity have received such limited interest from researchers. This presentation will provide a synthesis of the key findings from recent research which begins filling this gap in existing knowledge. The presentation will first overview an approach to testing L2 word recognition from speech, which is readily applicable to the L2 classroom context. Empirical data which demonstrate the predictive capacity of these test scores on L2 listening test performance will then be overviewed. The design of a computer-assisted language learning (CALL) approach, which was inspired by the empirical data and insights drawn from the administration of the test, will then be presented. In doing so, the results of a quasi-experimental investigation involving the implementation of the CALL approach among a cohort of Chinese students learning English as a foreign language will be discussed. A synthesis of these findings will then be used to point to the potential impact and significance of computer and mobile-assisted testing and learning approaches which can effectively build learners' capacity to recognise L2 words from speech, even while they are beyond the classroom walls.

**Abstract No: 4081**

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**Using Facebook to Teach Academic Reading And Writing Skills**

Much research has been focused on the use of web 2.0 tools in the classroom to motivate and encourage student participation. The general consensus is that it is highly motivating and offers a range of benefits for learners to develop their reading and writing skills. However, there are concerns regarding the ability of such tools to develop nuanced approaches to online written communication, particularly with regard to the use of academic conventions such as acknowledgement of sources, complex grammar and electronic turn-taking.

This action research project explored the value of encouraging formal online interactions between students studying pre-intermediate and intermediate level academic English programs at INSEARCH. A central theme of the project was the desire to exploit social networking tools in a way that students may not have attempted before. The idea that the use of a social network could also reinforce the sense of community in the classroom and allow the teacher to assume multiple roles within the learning context was also a motivation. On a weekly basis, students were required to write short posts summarising and evaluating the content of news articles using grammatical structures from their formal academic syllabus. They would then be instructed in the use of semi-formal language frames to comment on each other's posts.

The primary research question aimed to determine whether there was value in blending task-based classroom activities with explicit instruction in the online use of academically acceptable language. To this end, the effect that social network based writing activities has on students' written communicative fluency and complexity was also examined by measuring the of average number posts per student per activity and the average number of complex sentences. Finally, it investigated the affective benefits of the activities. Data was collected across three cycles of action research through analysis of Facebook user posts, electronic surveys and face-to-face interviews.

Overall, results suggest that there is value in such an approach as the students in this study found the activities relevant and motivating. There is also evidence to suggest that the complexity of students' writing can be increased through the explicit framing of academic language and the provision of meaningful communicative contexts. It was also interesting to note the effect that such tasks had on individual students' learning styles particularly with regard to participation.

**Abstract No: 4082**

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**Encouraging Students Creativity Through Offline and Online Project Based Learning**

To be able to develop meaningful instructional media for learning process, the English pre service teachers require a course that can accommodate their need to be creative and innovative teacher candidates. This article aims to describe the students' English Education Study Program perception on the implementation of Teaching Media course particularly in designing, developing, and publishing offline and online media in project based learning during one semester learning experience. The method is descriptive qualitative research with observation, questionnaire, and documentation as the instruments. The findings reveal that the students were able to give contribution on both offline and online media project cooperatively in individual, pair, and group work. Furthermore, in the result of the questionnaire, the students put their positive response more on the online project based assignment due to its practical use although the process in publishing media in You Tube seems to take students' big effort to accomplish. This study implies that in preparing the pre service teachers to be ready in facing digital learners, lecturers need to bring technology closer to them without leaving the essential part of offline media.

**Abstract No: 4083**

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**Read to Me' Story Books: Parent-Child Home English Reading Activities**

Both teachers and parents play crucial role to open avenues for the success of children's learning. This idea indirectly refers that besides at school, children need to gain positive support that parents should be able to provide at home. Duncan et al. (2007) postulates that a child's success in school is strongly influenced by the knowledge and skills that he or she acquires outside the school. In addition, in learning a foreign language, learners, especially the early ones, require multi exposures to the target language so that understanding of its meaning and use can be developed. As the English time at school is limited, it is advantageous if parents can also take a part in supporting children's English learning. Clark and Hawkins (2010) supports by formulating four main aspects of parental involvement to children's education, they are: access to physical resources, access to other reading resources, parental encouragement to read, and talking about what children are reading. Given the situations, this current study is aimed at investigating how parents in Indonesia, who mostly do not speak English, can support children's English learning by conducting parent-child home reading activities using downloadable audio English books. Not only do children's English skills and components improve inductively, but having home reading activities can also be a fun significant way to lead them to academic success.

**Abstract No: 4084***Boniesta Zulandha***Melani M.A.***Universitas**Mataram**bzmelani@gmail.  
com***Evaluating the Implementation of Computer-Assisted Language Learning in English Foreign Language Classroom**

Computer Assisted Language Learning (CALL) has been widely used as aid to Second Language and Foreign Language learning. The various uses of CALL have „empowered students– to be individually active and creative in learning and are considered effective to improve students’ achievement (Chambers & Sprecher, 1980, p.333), despite problems do occur during its implementation. As a product combination of technology and pedagogy, it is therefore essential to evaluate these two essential aspects involved in the CALL software. This paper evaluates the implementation of CALL software for second language learning from the aspects of technology (hardware, software, and technical problems) and pedagogy (design, materials, teacher’s role) involved within the programs in the context of foreign language classroom.

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yahoo.com**Widya Mandala**Catholic University,  
Surabaya***Young Learners’ Responses on the Use of Animation in an English Class**

In an attempt to arouse young learners’ interest and active participations in learning English in this digital era, a prototype of speaking material for primary school students has been developed. The material developed is a computer-based interactive module for primary school students. Designed in the form of animation featuring animal characters, the themes were presented in dialogues as well as brief introductory narrations whereas the speaking activities were designed based on language chunks accompanied with pronunciation practice. To find out young learners’ reactions on the use of the materials developed, some try outs were conducted in some English classes of young learners. From the try outs it was found out that the young learners’ responses varied. Some seemed interested but shy to participate, some participated with encouragements, and some others participated actively without encouragements. However, the overall reactions of the young learners on the use of the digital materials showed their interest and enthusiasm. In terms of the quality of the materials, some aspects that needed improvements were the age of the voice actors, the operational buttons, and the variations of the interactive activities.

**Abstract No: 4086***Ananda Astrini***Muhammad, M.A.***Iowa State**University**ananda\_astrini@  
yahoo.com***Designing and Creating Self-Access Materialsa to Promote Development of Pragmatic Competence of Prospective and Current International Students**

The most recent data obtained by the Institute of International Education shows that the number of international students studying in U.S. universities have continued to increase (IIE Open Doors Data, 2016). Not surprisingly, international students have become a topic of interest in higher education research. Studies have shown that international students in the U.S. face many different problems, one of which is language difficulties. Despite the studies not explicitly stating the problem as pragmatically related, it is assumed that these language difficulties do not only occur because of students’ grammatical competence, but also their pragmatic competence. Thus, the main goal of this paper is to present a work-in-progress research that aims at operationalizing pragmatic competence in self-access multimedia materials hosted on Moodle created to specifically teach making requests in spoken and written (i.e., email) communication within U.S. academic settings. The self- access multimedia materials is intended to be used and is currently being used by participants of the research who are prospective and current international students in the U.S.

However, this paper will mainly focus on elaborating on the design decisions that were guided by Mayer's (2009) twelve principles of multimedia design, and Timpe-Laughlin, Wain, and Schmidgall's (2015) proposal for materials aimed at developing pragmatic competence. Additionally, this paper will also shed light on the technical and pedagogical difficulties faced during the process of creating the self-access materials. Results of this research will help provide insight on the design of multimedia materials, particularly to promote the acquisition of pragmatic competence.

**Abstract No: 4087**

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**Computer Mediated Recasts on Reports of The Engineering Students with Low Consistency of the Use Past-Tensed Verbs: A Case Study**

To find the most suitable way to give feedback in improving the student's writing will be always homework for the teachers. This research explains the impact of Ms. Word-mediated recasts on students' consistency in the use of past tensed verbs in writing recount texts. In this research, thirty students were divided into three groups; the group which received full-recast, partial recast and no recast (no treatment) after they wrote. There were totally ten reports the students made in form of soft file using Ms. Word and nine recasts were received by the first two groups during the treatment. The recasts were given through the '\_Comment' feature in Ms. Word. There were pre-test and post test. The consistency in the use of past tense in the tests was measured by Krus-Walis to prove the hypotheses made. The result of the research showed that there was no significant difference among the groups. However, the K-Walis ranking showed that 70% of the respondents from the group receiving full recast took the first ten highest places and 90% of respondent from the group which received no recasts took the last ten lowest places. The result of the research also discussed how the computer mediated feedback influenced the output modification by the respondents.

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**Implementing Mobile Computing Exercises Based on Android in Creating Ideas to Facilitate Independence Learning of Reading Comprehension for Fourth Semester English Education Department Wijaya Kusuma University**

The researcher provides guidance to implement mobile computing exercises based on Android in creating ideas to facilitate independent learning in reading comprehension for the fourth semester (from the needs, target and task/topic analysis to the definition of learning objectives, sequencing, choice of learning strategies and delivery formats). This mainly addresses trainers and instructional designers who aim to create learning projects that really match learners' needs.

The main research is **In the first year**, this research produce in a prototype design of teaching learning reading comprehension with mobile computing exercises based on Android in standard competence, especially with regard to the development of logical reasonable, both of them have supported the basis appropriate as well as those which have not backed up learning of material. **In the second year**, argues the need to implement online learning environments to better support the representation and sharing of factual, procedural, and conceptual knowledge in order for students to develop their implement capabilities and produces learning logical reasonable will be prepared based on the needs of development. **In the third year**, there are three activities to be performed. (1) Trying of assessment widely of reasoning, (2) The improvement of the design of learning is to be worthy published, (3) Preparation of learning implement of a logical reasonable until ready

to publish so that the modalities facilitate more socialist-constructive pedagogy whereby students co-construct knowledge and share their implement thinking.

The implement-based research methodology explicates how implement not only allowed more effective student representation and sharing of the different levels of knowledge required for ion to occur, but also enabled better teacher assessment and, hence, remediation also provides detailed guidance on creating interactive content (from the application of learning strategies and media to courseware development). On the basis of the emerging findings of the study a set of principles for implementing mobile computing based on Android (or other online) environments to support in creating ideas is proposed.

**Abstract No: 4089**

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**Teaching Writing Procedure Text Through Kompasiana Blog**

Writing is an activity to communicate ideas, thoughts, or opinions to others, however, it is not easy to do in particular for vocational high school students. Using Kompasiana Blog is one way to teach writing, therefore, it is used in this study which is aimed at finding out the effectiveness of Kompasiana Blog in writing procedure text. The study which employed quasi experimental method obtained data from 52 eleventh grade students; 26 students in experimental group and 26 students in control one through pre-test and post-test on procedure text. It applied purposive sampling technique since the students of those classes could representative the general characteristic of students at the eleventh grade of SMK Negeri 3 Makassar. The result showed that the students' score in the post test is higher than the pre-test both in control and experimental groups. Yet, the students' score in the post test of the experimental group was 24.19 which is higher than the control one that was only 18.88. The result of the data analysis indicated that there was significant improvement on the students' writing procedure text after being taught through Kompasiana Blog. It was proved by the result of the statistical analysis of the level of significant 0.05 with degree of freedom (df= n-1, 26-1= 25), indicated that the t-test value was -5.05 while table was 2.060 where  $-5.05 < 2.060$ . This means that the writing improvement on procedure text of the eleventh grade students of SMK Negeri 3 Makassar was effective after teaching through Kompasiana Blog.

**Abstract No: 4090**

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**Fostering Ict (Information and Communication Technology) as a Powerful Platform for Creative Learning and Innovative Teaching in the Fully Digital Era**

Creativity and innovation becomes increasingly essential for the development of the 21st century knowledge society. In this era, young generation, often referred as Z Generation, are growing up surrounded and immersed in rapid technological development where appropriation of technological platforms requires new approaches for education. Education is seen as the central to promote creative and innovative skills since creativity and innovation have strong links with knowledge and learning. Then it comes to an idea where creative learning and innovative teaching are strongly needed for better educational system in this fully digital era. ICT (Information and Communication Technology), one of the digital development product, may become an alternative as a means of enhancing creative learning and innovative teaching by optimizing the use of technology. This paper aims to explore how ICT can act as a platform for fostering creative learning and innovative teaching in language teaching and learning process and how the education may leverage on the opportunities brought by the new wave of technology. Further, this paper is presented to

demonstrate the effective use of ICT for education with regard to the language teaching learning process; ICT for quality and accessibility of education; ICT and learning motivation, and ICT to enhance students' scholastic performance.

**Abstract No: 4091**

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**Enhancing Students' Motivation in Learning Vocabulary Through a Mobile App**

In EAP, English language learners are often expected to absorb a large list of academic vocabulary in a short amount of time. This can be quite demotivating to students who rely on traditional methods to remember those words. This presentation reports on action research conducted with two classes of intermediate-level Academic English students at UTS: INSEARCH. The action research dealt with whether motivation to learn vocabulary in young students can be increased by leveraging their assumed love of technology, particularly mobile devices. The research resulted in surprising findings about the common assumption that technology is a fundamental tool in the learning process for young adult students. This presentation will discuss these results and specifically focus on to what extent using the mobile app Memrise increased their engagement with vocabulary. It will also highlight the importance of the teacher's promotion of the app as a co-motivating factor.

**Abstract No: 4092**

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**The Effectiveness of Self-Pronunciation Images on E-learning for Japanese University Students to Improve English Phonological Features Affecting the Accuracy and Intelligibility**

This paper aims to show the effectiveness of e-learning materials with self-pronunciation images to improve English pronunciation affecting the accuracy and intelligibility for Japanese University students. The purpose of the English education is to develop communication skills, so accurate and intelligible English pronunciation is indispensable. Therefore, we provided free e-learning materials based on the previous studies (Nishio & Tsuzuki, 2013) identifying which phonological features pronounced by English learners of Japanese were not accurate and led to unintelligibility. The following pronunciation problems were identified: (1) /l/ and /r/ distinction, (2) fricative substitutions, (3) weak pronunciation of fricatives, (4) no aspiration of plosives, (5) incorrect vowel length; (6) no or the wrong stress assigned to a word or a compound word or phrase. In common pronunciation training materials, English learners try to imitate the sounds, listening to the audios or watching the video clips of native speakers. In our E-learning materials, the learner can compare his or her manners of pronunciation by reflected by a PC camera with those of the native speaker's pronunciation in the audio clips. In conclusion, the e-learning materials were shown to be effective for improving students' pronunciation and increasing their phonological awareness. This E-learning materials can be applied to any language learners in order to improve their accurate and intelligible pronunciation.

**Abstract No: 4093**

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**Exploring and Evaluating The Use of Self-Compiled Learner Corpus for Collocations Query**

This study explored and evaluated the use of self-compiled learner corpus COSFIP (Corpus of Student Final Papers) by second-year Indonesian EFL college students for collocations query. The internally-used corpus is a collection of 100 student final papers from various topics written by third-year students in 2012-2016. Approximately, the corpus consists of 650,000 words. As a part of blended learning process, the corpus was

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consulted to check the correct uses of different grammatical structures of collocations in English for the students' reading and writing assignments. Drawing the data from interviews to the assigned students, it can be concluded that the students found the corpus technically convenient for collocations query. The corpus was also helpful and responsive for vocabulary self-study. However, they discovered that certain collocation items were rarely available in the corpus. Out of the seven grammatical structures of collocations (verb+noun, noun+verb, noun+noun, adjective+noun, verb+adverb, adverb+adjective, and verb+expression with preposition), three grammatical structures of collocations (verb+adverb, adjective+adverb, and verb+ expression with preposition) were hardly accessible in the corpus. The rarity was due to the limited lexical items compiled for the corpus as well as different idiomatic expressions and written structures between English and Indonesian as shown by the students in their final papers.

**Abstract No: 4094**

**Academic English M-Learning Module (Tutor Me); Analysing The Users' Perception**

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This research was done to unravel the users' point of views towards "Tutor Me", an M-learning module that was developed for Academic English course. This module was developed to be applied by the lecturers and students during IS (Independent Study) and tutorial hours. It is hoped that the users of the module are provided with an extensive and a well-organized M-learning module. In order to dictate the users' perception, interview sessions were conducted among a number of lecturers and students of the course. Amongst the findings were in relation with the users' level of satisfaction in using "Tutor Me" in the aspects of mobile technologies, usage and learning. These findings act as one of the guidelines for future researchers to design and develop M-learning module that can be implemented by their institutions and students.

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**Abstract No: 4095**

**The Implementation of Grasps Strategy in Writing Persuasive Essay Using Padlet**

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Writing becomes an essential component in literacy. It is the most difficult skill to be learnt because students do not only express their ideas but also write them accurately. In Indonesian Senior High School, writing skill becomes one of the most important skills. It is not only to fulfill one of the graduate requirements from Senior High School in the form of practical exam but also to prepare their study in the future. The students can advance college performance and academic success. Interesting learning in writing process is expected by them in term of developing their writing skill. Meanwhile, there are still some English teachers who have not given attention to this case completely. The researcher found that GRASPS strategy can make the students feel enjoy and have low pressure in writing. The use of PADLET as a teaching media can help the students to have different experience and stimulus responses for the development of writing. The interesting teaching-learning process in the classroom can be created. This research, which is conducted for the eleventh grade students in academic year 2016/2017, is limited to GRASPS strategy and PADLET to foster the students in writing persuasive essay.



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### **Impact of Model Video Observation on Performance in the Japanese EFL Classroom**

Video recording has long been used in foreign language education to study learners' performance and to improve their language skills. Recent studies show that viewing not only their own recordings, but also those of other students, enhances students' motivation for language learning. This is our third replication study, in which we examined how model video observation affected the quality of students' oral performances, using model videos of non-native speakers of English. The participants were 31 Japanese students enrolled in English communication courses at a university in urban Tokyo. In Spring 2016, 19 students (Class 1) were shown recordings of exceptional and average model videos prior to delivering their second and third presentations, respectively; in Fall 2016, 12 students (Class 2) were shown the model videos in the opposite order. Self- and peer evaluations were conducted, following each of the students' three presentations, and analyzed in conjunction with responses to an open-ended questionnaire. The results indicated no significant effect on the self-evaluation scores in either class, while the third presentation was rated significantly higher by peers than the second presentation for Class 1. These findings disagreed with our previous replication research, where students who had observed the average models before exceptional ones were rated higher in the third presentation, suggesting that the model observation sequence had an impact on students' oral performance. The current study showed counter-intuitive results, considering our experiences in routine EFL settings. Further elaborated quasi-experimental design will be discussed, including the examination of the validity of dependent variables.

**Abstract No: 4097**

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### **Implementing Data-Driven Learning of A Representative Corpus of Historical English Register in Teaching Grammar: Corpus Linguistics and Language Teaching Interface**

This paper proposes the use of *A Representative Corpus of Historical English Register* (ARCHER) in the English language classroom. ARCHER is a specialized corpus program designed to meet the needs of language historian as well as language teachers or learners who are seeking further information about English in the earlier periods. By using ARCHER, teachers and learners are able to profoundly recognize the development of English language structure over time, not restricted to examples provided by books. ARCHER can be used by implementing data-driven learning (DDL) of which it enables students to directly interact with the corpus to enrich their learning experience and to show examples of language use as real as possible. This corpus is accessed through *Corpus Query Program* (CQP) designed by Lancaster University and completed with the assistance of *Antconc* as the concordancer software. This paper therefore attempts to depict the implementation of ARCHER through CQP, especially in the English language grammar classroom: In addition, it answers the basic question: what can ARCHER contribute to English grammar teaching?

**Abstract No: 4098****Composing a Photo Essay Using the Lens of Critical Visual Literacy**

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The application of critical visual literacy in college language classes is not yet widely explored in the Philippines. This study, therefore, aims to fill the dearth of research in the critical learning of visual texts especially in the current context where the ubiquitousness of images is a global reality. Adopting Janks' (2013) redesign cycle, this research seeks to examine the integration of critical visual literacy in a tertiary English language classroom through the composition of a photo essay. Specifically, it will investigate college students' decisions in creating a photo essay guided by the social semiotic theory developed by Kress and Van Leeuwen (2006) and by using the lens of critical visual literacy. An example photo essay will be shown and students' construction, deconstruction, and reconstruction of it will be discussed. This study will open up further academic conversations on how images can be used together with words in improving language learning and providing opportunities for students to carefully examine power relations in society and convey equitable worldviews.

**Abstract No: 4099****Impeding Factors for Digital Native Teachers to Integrate ICT into Their Teaching Practices**

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ICT integration into teaching practices is now a highly required skill to support effective teaching. Yet, having said as digital native teachers with constructivist belief does not necessarily enable teachers to create meaningful teaching and learning practices while technology devices are used (Ertmer & Ottenbreit-Leftwich, 2010); let alone the provision of technology-supported classes (Cuban, Kirkpatrick & Peck, 2001). This paper is to find the underlying reasons why digital native and constructivist teachers are reluctant in integrating ICT into their teaching practices. The research was conducted at Language Training Center Muhammadiyah University Yogyakarta in which technology-supported environment are widely accessible. The methodology included survey on teachers' use and familiarity on technology devices, class observation, and interview with teachers. It was found out that teachers' reluctance were due to their knowledge in interacting technology, content, and pedagogy, teachers' self-efficacy, belief, and the culture (of the institution), all of which conformed the variables impeding effective ICT integration in teaching process proposed by Ertmer & Ottenbreit-Leftwich (2010). The results of this research may serve as the foundation for focusing teacher development in the said institution or other institutions which initiate the integration of ICT to teachers' teaching practices.

**Abstract No: 4100****TOEFL Speaking and TOEIC Speaking: How Comparable Are They?**

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Every year, an increasing number of institutions in Japan and other Asian countries are adopting TOEFL and/or TOEIC for their assessment purposes, and their scores are often compared and referred to as equivalent. However, such an assumption of comparability needs to be demonstrated not only statistically, but also through the analyses of content, linguistic demands, and cognitive operations that the tests intend to sample. Only after considering these multi-faceted aspects of the test equivalence, one could draw a valid argument of score equivalence.

In our study, we examined the comparability of the speaking sections of TOEFL iBT and TOEIC S&W tests, both of which are delivered on computer. We analyzed test scores as well as official test materials to identify the task types and their cognitive operations required in responding to the tasks. In addition, 38 college students in Japan took

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the two tests consecutively, the official TOEIC speaking and the official practice TOEFL speaking tests. We also surveyed the students' perceptions of the tests and the individual tasks in each test right after the test administration. The score analysis resulted in a high correlation of 0.795, and the survey analyses revealed that the students perceived the difficulty of the two tests and their tasks with differing degrees. Such perceptions were in line with the result of the *FACETS* analyses. In our presentation, we will report to what extent the two tests could be comparable based on the results of our score, materials, and survey analyses.

**Abstract No: 4101**

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**Blended Learning to Improve the Students' Vocabulary Mastery for Mechanical Engineering Purposes at Stt Adisutjipto Yogyakarta**

A problem appeared in teaching English for mechanical engineering purposes at STT Adisutjipto. It is the low vocabulary mastery of technical terms. The students are required to master the technical terms of the three offered concentrations; energy conversion, aircraft maintenance, and manufacture. Based on the two years teaching experience in that college, blended learning is chosen as a solution to improve the students' vocabulary mastery. Therefore, this study will answer a research question: How does the blended learning improve students' vocabulary mastery for mechanical engineering purposes? As in blended learning involves face to face and ICT classes, a platform is chosen to facilitate the ICT class. Edmodo is chosen for its simple menu, sufficient facilities, accessible software, and interactive respond.

Two classes of mechanical engineering study program (approximately 80 students) will be involved in this study. As the students are heterogeneous, the ICT class will be divided into three; group A (faster learner), group B (slower learner) and group C (mixed) to adapt the learning speed. Meanwhile, the face to face class will be held without grouping. The research will be conducted in two cycles through four steps; plan, action, observation, and reflection (Kemmis and McTaggart, 1988) and the data will be collected through journal log, observation sheet, questionnaire, and interview.

**Abstract No: 4102**

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**Focus on Form and Meaning in Face-To-Face and Scmc Learner Interaction**

In comparison to teacher-led activities, learner interaction appears to stimulate more pushed output, revealing gaps in their interlanguage. However, large class sizes and heavy study load may not permit enough production opportunities within lockstep classroom activities. Resolving this, text-based synchronous computer mediated communication (SCMC) has been considered as an equivalent substitute for face-to-face (FTF) interaction with its near- instantaneous nature and place independence, leading to the rising popularity of language learning through chatrooms and virtual classrooms. Nevertheless, whether SCMC fosters similar levels of collaboration to direct attention on linguistic forms and meaning remains tentative. This study compared the emergence of *Language- related Episodes or LREs* (dialogs where learners discuss linguistic elements) and *Negotiation of Meaning* (how learners achieve equal footing in conversations) in FTF discussions and chats between six students in a three month long Reading- Writing class to investigate discrepancies affected by the medium's affordance s. Learners' interaction during a jigsaw task in both media were recorded and analysed based on a conflated framework (e.g. Leeser (2004), Loewen (2005), Varonis and Gass (1985), Smith (2003)), followed by a questionnaire and stimulated recall. Contrary to most previous findings, participants

generated more LREs in person, yet performed increased self-monitoring in SCMC. Similarly, online meaning negotiations were rare and succinct due to delays, and feasibility to re-read messages or consult external resources as opposed to seeking clarification. This study concludes that SCMC may be more advantageous for reserved and intuitive learners or fluent learners lacking grammatical accuracy, and that teachers' role in maintaining online reciprocity is imperative.

**Abstract No: 4103**

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**Grammarly: A Study of Online Computer-Mediated Source of Written Corrective Feedback**

Despite of the different approaches and findings, studies have come to an agreement that written corrective feedback (WCF) helps language learners improve their writing skills and second language (L2) acquisition in one way or another. They have also reported that more and more language learners prefer direct, explicit, and focused type of feedback (Han & Hyland, 2015). However, with multimedia and technology involve in many teaching and learning L2 writing practices little known about how and what WCF is given to the learners. *Grammarly*, an online computer-based software, provides a real-time WCF on grammar, contextual spelling, and vocabulary. Unlike grammar checking on Microsoft Word which automatically corrects writing errors, it provides description, elaboration, and suggestion which require the students' negotiation in choosing, accepting, and using the WCF. It has potentials in helping the teachers in providing WCF on structures, therefore they can use more time in giving WCF on other important issues such as organization and ideas.

This presentation reports an on-going study of English learners enrolled in writing course in an Indonesian university. The study addresses two research questions: "How effective is *Grammarly* in providing WCF to the learners?" and "How do the learners perceive *Grammarly* as the source of WCF?" Data will be collected from writing essays to find out the effectiveness.

**Abstract No: 4104**

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**Edpuzzle: Application to Create Video With Task**

As part of contemporary society, mediating English language learning with video becomes more popular to engage more with students. Video can stimulate and facilitate the learning of foreign language (Canning-Wilson, 2000) that can connect with students better for it provides authentic language input (Katchen, 2002). Based on Brown (2016) there are five ways to use video in the classroom which are guess the dialogue, translate and order, say what you see, soundtracks, and shadow reading. To support the five ways to use video in the classroom, Edpuzzle is an effective application which can help teachers to insert questions, comments, and trim video so that the video is better suited for classroom use. Through Edpuzzle, teachers can make use of videos from available sources such as YouTube, Khan Academy, Crash Course and even student-created videos. Furthermore, teachers will also be able to upload the video to learning management systems they used.

Considering the effective use of Edpuzzle this workshop intends to introduce Edpuzzle and its use in English language classroom. The elaboration consists of three parts which are introduction on Edpuzzle, creating activities by using Edpuzzle, and its use in classroom. In detail this workshop will elaborate further how to create activities for different skills especially speaking, listening, grammar, and vocabulary. Further, the implementation of the activities will also be further explained

by using Flipped classroom as the instructional strategy. Through this workshop, it is expected that the participants will experience the joy of learning using videos and at last they will be able to create the joy for their students and at the same time encourage the students to learn actively.

**Abstract No: 4105**

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**Empowering Students' Mental Images through Visualization Strategy for Students' Reading Comprehension**

The objective of the study is to figure out how visualization strategy empowers students' mental images to help students' reading comprehension. The type of the study is descriptive-qualitative method to draw the relation between how visualization strategy can help students employ their mental images and understand the text. The participants of this study were the English teacher and 24 students of public junior high school in Yogyakarta. The data were obtained from the observation during the teaching and learning process, the interview with the English teacher and the students and students' visualization during the class. The data were in the forms of field notes, interview transcripts and hand-drawing pictures. The findings reveal that the students performed active involvement in the class discussion and group discussion. It shows that the interaction among the students and between the students and the teacher was also enhanced. Most of the students were able to overcome their own difficulties related to the difficult words. The hand-drawing visualization drawn by students shows understanding towards the texts. Therefore, the teacher should pay attention to how students develop their mental images to foster their understanding of the text.

**Abstract No: 4106**

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**Students' Voice Toward Automatic Grammar Checker in Writing Class**

Grammar plays a very important role in making a written text comprehensible. However, in EFL context, majority of students lack the ability to use appropriate grammar in their English language writing. They often do not choose the correct English verb tense for expressing an idea. They also fail to use articles and prepositions correctly, use adjectives instead of adverbs, shift from one person to another and etc. With this condition, comprehension becomes difficult, and it consequently made the teachers feel more exhausted when checking the students' works. Responding to the teachers' complaint on giving the feedback, the number of automatic grammar checker is now growing explosively. Nevertheless, there has been very little research reported its effectiveness. This study aims to understand how Indonesian university students majoring English Education experience the use of an automatic grammatical checker in helping them improve the quality of their writing. The researcher conducted a grounded theory to be able to generate an accurate as well as insightful understanding of the use of the checker according to what the students have experienced. Three stages of –open, –axial, and –selective coding were implemented. The findings of the study revealed that the students experienced a significantly positive learning process and they managed to help themselves improve their writing. This suggests that the checker does not only help them improve their writing, but also allows them to become autonomous learners.

**Abstract No: 4107**

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**The Employment of Mentimeter (Online App) in the English Classroom: ESP Students' Experiences at University Level**

This current study is aimed to examine the ESP students' experiences in the employment of Mentimeter in their English classroom. Cross-Sectional Survey Design was conducted by distributing questionnaires that involved 118 participants consisting of 45 male and 73 female. Three study programs at university level were involved, namely Social Welfare, Taxation, and Management. This convenient sampling was chosen to gather the ESP students' experiences in such program of Mentimeter in English classroom. The significant domains of the employment of Mentimeter were drawn, precisely (1) the implementation of online app; (2) the implementation of Mentimeter in English class; and (3) the impacts of Mentimeter for students' productive skills. The findings of this study provide the significant teaching practices in the employment of Mentimeter as the teaching variation for ESP students and the maximal of technology used by the students studying English. This study also elaborates suggestion for the future researcher.

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**Character building through insertion of Balinese local values in the developed English e-reading materials for SMA students in Bali**

In this study, the author focuses on discussing about inserting local values into English e-reading materials which were developed as supplementary materials for teaching English at the tenth year students in Tabanan, Bali in line with the implementation of Curriculum 2013 known as *K 13*. The values were *Tri Hita Karana* (three of the harmony or balance to create peace as well as happiness). It is a fundamental concept from the Balinese *Hindu Religion* taking three angle points of harmonious life. The words come from Sanskrit Language that has meaning to keep the harmony as well as balance between human to God, human-to-human and human to environment. Such an insertion of Balinese local values in the reading materials are for the purpose of: (1) providing students with appropriate materials enriched with local content which suit their interest and needs, (2) improving their IT literacy, and (3) offering them materials to be used for self access in CALL (Computer Assisted Language Learning). One of the reasons of the author's developing this supplementary e-reading materials is because the books distributed by the government do not cater for the students having different cultural background, which could demotivate them. It is believed that learning would take place when the materials are meaningful which are taken from the pupils surroundings. Six different genres were taken into account in developing the materials, namely: Narrative, Descriptive, News Item, Announcement, Advertisement, and Invitation. The design of the research was Research and Development (R and D) following nine steps, i.e., analysing of potency and problems, collecting data, designing product, validating design, revising design, evaluating product, revising product, field testing product, finalising product. The findings showed that the developed e-reading materials had fulfilled the criteria of good reading materials with the coefficient value of 0.67 (categorized as having good quality) based on expert judgement. The developed materials was also judged as good electronic materials with coefficient score of 62.

**Abstract No: 4109***Nur Hidayanto P. S.***Putro***Yogyakarta State  
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.ac.id***Reading Enjoyment in the Digital Age: How Does it Differ by Parents Education, Self-Expected Education, and Socio-Economic Status?**

While reading enjoyment has been found to differ by gender and major, little is known about how students' enjoyment in reading across multiple-modality differs by their parents' education, self-expectation of highest education attainment, and socio-economic status (SES). A study investigating this gap is important since extant studies suggest that reading attitude may also be related to parents' education, self-expectation of highest education attainment, and socio-economic status. This study aims to explore how undergraduate students of different parents' education background, self- expectation of highest education, and family SES enjoy reading from different modalities or modes. An interesting pattern of relationships emerged with respect to students' parents' education, self-expectation of highest education attainment, and socio-economic status (SES).

**Abstract No: 4110***Puji **Rahayu**  
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ail.com***Online EFL Material Development: a Cognitive Load Theory Approach**

This paper will discuss a cognitive load theory (CLT)-based online EFL learning material to be presented in Second Life, a multi-user virtual environment. There are three types of cognitive load; intrinsic, extraneous, and germane cognitive load. Intrinsic load deals with the nature of material and the learner's expertise; extraneous cognitive load results from poorly designed instruction; while germane load leads to schema acquisition, which will facilitate learning. Second life as a virtual classroom is a place where EFL learners, represented in their avatars, will interact both with other learners and with the materials. Its affordance of presenting authentic online learning environment will enable EFL learners to text and voice chat, collaborate with other remote avatars, and stream media from the teacher. As EFL learners today are digital natives, EFL materials should fit their expectation and meet the principles of effective online EFL materials. This paper will discuss how EFL materials should be designed based on Mayer and Moreno's principles of multi-media learning materials to reduce extraneous cognitive load to maximise germane cognitive load. Analysis of EFL students' and teachers' six-Likert scale questionnaire will be presented. In addition, Tomlinson's principles of successful material will also be applied to triangulate the analysis from CLT-based principles.

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l.com***Analysing Students' Engagement in Indonesia Massive Online Course (IMOOC)**

Considering the wide reach of online learning, RELO (Regional English Language Office) , focusing on English teaching and teachers' professional development, worked together with 15 lecturers from 15 universities in Indonesia developed an online course called IMOOC (Indonesia Massive Online Course). This first IMOOC was launch in Jakarta January 13<sup>th</sup>, 2017 and it opens for English teacher and pre-service teachers. For it is the pilot project, there are still lots of things to revise. Intensive studies should be conducted in all aspects of IMOOC.

The community of inquiry (COI) framework posits that knowledge construction in learning environment occurs through the development of inquiry; teaching, social and cognitive presence. However, this study will only focus on social presence. This study aims to analyze students' engagement in Indonesia Massive Online Course. Because there are 15

sites conducting the IMOOC, it will limit to the site in South Kalimantan and South Sulawesi. The data will be retrieved from the discussion forum in IMOOC (the course starts from February 15<sup>th</sup>-April 30<sup>th</sup>, 2017. The data will then analyze using the social presence categories (affective, open communication, and group cohesion).

**Abstract No: 4112**

**Call and English at Tertiary Level: Teacher Cognition in Bangladesh**

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This presentation will be about the research on Computer-Assisted Language Learning (CALL) within teacher cognition framework. The use of computer in language learning is quite common now due to its potential advantages for "authenticity, individualization and interaction" (Wang, 2008). Among three main components of CALL, teachers are one of the leading players to make CALL lessons successful. Therefore, it is important to understand teacher cognition from Borg's (2006) point of view- what teachers know, what they think and what they believe. This research focuses on university teachers' cognition regarding CALL for teaching English in one of the developing countries in the world, Bangladesh to explore: (1) What conceptions and attitudes do university English teachers hold about CALL in Bangladesh as a developing country?; (2) What is the relationship between these conceptions and attitudes and teachers' reported practices regarding CALL? Questionnaire and interview data reveal that teachers conceptualize computers mostly as an essential tool. They conceptualize themselves mostly as 'resource providers' and computers as 'presenters of information' in CALL lessons. Teachers hold favourable attitudes towards CALL and its future development. These cognitions strongly influence teachers' reported practices despite certain contextual constraints. Thus, the study explores the complexity of teacher cognition regarding CALL in Bangladesh.

**Abstract No: 4113**

**Vivavideo: a Tool Facilitating Task-Based Learning**

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Being urged by both the educational and technological changes, English teachers need to carefully utilize appropriate teaching media so that students' interest in learning English can be facilitated. Video-making task using VivaVideo as proposed in this research, thus, becomes one alternative. This study attempts to seek answers for the two research questions. The first question is, 'what are the components of task-based learning being facilitated by the implementation of video-making task using VivaVideo?' The components being observed are features dealing with the principal activities in the task's components adopted from Nunan (2004) including goal and objective, input, content, role of teacher, role of students, setting, procedure, activity, and output. The other question is, 'how do students perceive the implementation of video-making task using VivaVideo?' This study is conducted in a private Islamic University in Yogyakarta, involving the freshmen batch 2016-2017. In order to answer the research questions, this study employs different data gathering instruments which are both close and open-ended questionnaires, and also interview. The results of the questionnaires are confirmed and strengthened by the interview result investigating students' perception toward the implementation of video-making task using VivaVideo. The results of this study present which components in task-based learning mostly facilitated by the assigned task. Besides, students' perception on their feeling, the procedure, the significance, and the challenge of the task are revealed.



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om***The Effect of Digital Storytelling Activities on Speaking and Writing Abilities of the Tourism Students of Samarinda State Polytechnic**

Technology cannot be separated from today's life. Applying technology into classroom will be the best way to trigger the students' creativities. Therefore, this study tried to explore the use of digital storytelling activities to improve students' skill. Since digital storytelling activities includes writing script and recording the script, then writing and speaking abilities play as important roles. This pre-posttest quasi-experimental study used two groups of Tourism Students in Samarinda State Polytechnic (N=48). Speaking and writing tests were administered to students in two classes as the pre-tests. The lower pretest scores, as experimental group consisting of 24 participants, was exposed to treatment in which they participated in creating digital storytelling activities for 5 days. The other class, as the control group consisting of 24 students, had the traditional activity, which was PowerPoint presentation. At the end of the course, the same speaking and writing tests were administered to both groups as the posttest. The result of two-way multivariate analysis of variance (Two-Way MANOVA) showed that there was statistically significantly difference on the speaking and writing abilities on experimental group after the implementation of digital storytelling activities,  $F(2, 45) = 5.50$ ;  $p = 0.007$ . Thus, the digital storytelling activities can be used in the classroom to raise the students' interest, engagement, creativity and productivity in English.

**Abstract No: 4115***Agus Riyanto  
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In an open education setting, material design is one of the core activities in course development which determine the quality of a distance education course. This paper is an attempt to explore approaches and techniques in developing distance language courses at Universitas Terbuka. There have been two approaches to material designs in distance language learning context at the Department of Translation, UT. The first approach was the adaptation of published ELT materials, while the second one is by designing the materials using the available text resources with which a course designer may start developing course materials. As far as the published materials are concerned, this paper shares some lesson learnt and best practices which may be adopted for face to face or self directed learning context. Advantages and disadvantages are explored and discussed, while some strategies will be suggested. Meanwhile, material designs which are planned, designed, developed and applied in the courses offered by UT's course designers are explored, and an approach to syllabus designed is elaborated. The paper is concluded with a recommendation and suggestion regarding the key issues related to the material design in distance learning institutions and its possible benefits for conventional / face to face teaching and self directed learning in general.

**Abstract No: 4116***Desi Rochmawati  
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ahoo.co.id***Active English For Nursing (AforN): An M-Learning Model to Enhance Nursing Students' Speaking Skill**

In Nursing Program in Poltekkes Yogyakarta, the students are supposed to be able to communicate in English to help the students in their professionalism. But, they only have small opportunities in learning English. Active English for Nursing (AFORN) was developed to accommodate the students' need. AFORN is a learning media for learning English which can be installed in mobile phones with Android Os. The two

research problems; 1) *What does the iconic model of AFORN (m-learning model to enhance speaking skill for nursing students) look like?* 2) *How does AFORN enhance the speaking skill of the nursing students?*

This study focused on designing AFORN. The researcher employed mix-method of ADDIE (Analysis, Design, Development, Implementation, Evaluation) model and R & D (Research and Development) process in developing AFORN. There were 5 lesson units in the AFORN. The research was conducted in Nursing Program of Poltekkes Yogyakarta. The target population was 44 nursing students. The data were taken in three steps; need analysis, preliminary field testing, main field testing. The data were collected by distributing questionnaire and interview.

The result: the final version of the learning media which was appropriate for nursing students to enhance their speaking skill. The activities are Vocabulary, Useful Expression, Tasks, and Pronunciation Drill. In Tasks, there are some exercises, i.e. Jumbled Words, Listening Practice, and Group Assessment (Role Play). Those exercises are integrated to accommodate the students in speaking practices.

**Abstract No: 4117**

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**ICT-Enhanced Language Learning: A Case of an Indonesian Young Learner**

In this era, ICT has developed in a tremendously rapid speed. It influences almost all aspects of our life, including the field of education and English Language Teaching. Those working in the fields have to adapt their way of teaching because they deal with different types of generations. They are Z generations, whose life is characterized by the widespread usage of internet from their young age. They are the digital natives who live with technology. Like a two-edged sword, technology can offer benefit and dangers at the same time. This poses challenges for us, English teachers on how to make use of the ICT to support language learning. When used appropriately, however, ICT can facilitate learning. This also applies even to young learners learning English. This paper will report a case study towards a nine-year-old girl who learns English using ICT, mainly YouTube, Vlog, Games, and some other applications. The study shows that ICT can facilitate language learning because the media has some interesting features which makes learning fun. Its possibility to provide the authentic materials from native speakers as well as English speakers from other part of the world is also another benefit, because it familiarizes her with some varieties of English.

**Abstract No: 4118**

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**Using Tpack in an EFL Class**

We live in 21<sup>st</sup> century that is also called a digital era. Almost everyone is connected to internet and can access everything from it. Students too, they almost cannot be separated from the gadget. Living in 21<sup>st</sup> century is living with gadget, living with internet. Everything is available in the internet, including the teaching and learning materials. Students can get lots of information from there. With regard to this condition, EFL teaching must be adjusted, otherwise; teachers will find the class lacks of enthusiasm, attention, and as a result the students' achievement is not the one expected. TPACK (Technological Pedagogical and Content Knowledge) is one of the frameworks in teaching that can be applied to cope with this condition. This framework shows the importance of technology, pedagogy, and of course the content knowledge in teaching students living in 21<sup>st</sup> century. Through the use of this framework technology, pedagogy, and knowledge are integrated in teaching. Thus, now

teaching English is demanded to comprise not only pedagogical and content knowledge aspects but also technology aspect. Teachers in 21<sup>st</sup> century need to be skillful in integrating them. This article will share information how to use TPACK in an EFL class.

**Abstract No: 4119**

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**Detecting Online Satirical News: New Competency in the Digital World**

Research suggests failing to understand humor can not only be embarrassing and damaging, it can also lead to social isolation among second language learners (Lems, 2013). Satire is one form of humor frequently used in English-speaking countries, and stories from satirical websites, such as The Onion, are often shared on social networking sites (SNSs). Nevertheless, many people mistake fake news for real news, and detecting satirical media is thus an increasingly necessary aspect of media and digital literacy. Comprehending English humor is especially challenging in cultural contexts such as Japan, where satire is rarely used (Wells, 2006), and humor as a whole is used four times less (Takekuro, 1997).

This presentation will overview a study which analyzes the difficulty Japanese high-intermediate and advanced learners of English (N=120) have in detecting satirical news. The participants were shown 24 news headlines and a snippet of the beginning of the article, similarly to how links are shared on SNSs. Twelve of the articles were real but –odd news stories and twelve of the articles were from satirical sites. The participants rated the articles on a Likert scale, from –fake/joke news (1) to –real news (6).

The results were first compared with those of American university students (N=90). Second, in the Japanese data set, variables were examined, including the type of satire, the participants' L2 proficiency, time spent overseas, frequency of SNS usage, etc., using regression analyses. The presenters will share the preliminary results and discuss ramifications for other EFL contexts in Asia.

**Abstract No: 4120**

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**Developing a Computer-Based Test for Testing Academic Vocabulary in EFL Class**

This research aims to design A Computer Based Test Version of An Academic Vocabulary Test. This study is designed to describe students' ability in understanding the meaning of Academic Vocabulary. Moreover, this research also describes the students response about the use of computer based test version of an Academic Vocabulary Test. In this study, there are two experts involved; matter experts and program expert. Beside that, there are 50 students involved as the test user. The data was collected through questionnaire and an Academic Vocabulary Test. Evaluation of the program was done in terms of matter aspects, and the aspects of the program. Suggestions are used to improve the program. The results shows that the development of the computer based test uses 4 steps; developing interface, coding, publishing and packaging. Moreover, after the use of Computer Based Test Version of An Academic Vocabulary Test, it can be concluded that the English Teacher Education Department students' ability in understanding the meaning of Academic Vocabulary is in the average level with the average mean score of 53. On the other hand, the result of non English Teacher Education Department students' ability in understanding the meaning of Academic Vocabulary is in the low level with the average mean score of 35. Moreover, the students response shows that 95,5% of the students give positive response to the use of A Computer Based Test Version of An Academic Vocabulary Test

because of the practicality, and the effectiveness of the program to measure students' ability in understanding the meaning of Academic Vocabulary.

**Abstract No: 4121**

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**Workshop on Using Rubistar for F2f and Online Classes Rubrics**

Rubric is an important and integrated part of the teaching-learning activities, particularly in designing activities including assignments for students. It helps both teachers and students to measure the learning progress of each student or each group. The challenge for teachers regarding assessment is how to create assessment rubric that can objectively reflect the measurement elements of each assessment, both for individual learner and for group work. Rubistar is a friendly-user free website for teachers that offer many advantages. It helps teachers to create good quality rubric effectively and efficiently. It enables teachers to select and create rubric by using the available rubric template or to modify the template to fits the activity to be assessed. It provides rubrics for various activities in various courses. It can be used for face to face and online classes.

The workshop will be conducted by explaining and demonstrating how to use Rubistar, then continued by giving time for participants to try Rubistar. The workshop will then be ended with discussion and question/answer session. It is highly expected that the participants attending this workshop will find Rubistar beneficial for them.

**Abstract No: 4122**

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**Enhancing Language Learning Strategies with Web Based Pedagogical**

This paper is a result of a study conducted on the impact of web based pedagogical tools to students' language learning strategies while doing a language project. This paper analyzes language learning strategies that students find useful in an online language project and the facilitative effect of the web based pedagogical tools to the students' language learning strategies. The language project is a four-part journal including: 1) a reflection on one's youth in a challenging society, 2) a reflection one's religious experience, 3) a socio-political discussion based on a film, and 4) a discourse on the relevance of art, culture, and education.

The assessment and analysis were in three parts: 1) an assessment of the participants' level of awareness on the different language learning strategies before the online project; 2) an assessment on the usefulness of the different learning strategies to the accomplishment of the project; and 3) an assessment on the facilitative effect of the web-based tools to their language learning skills.

The findings showed a high level of awareness of the participants on the varied language learning strategies and a very high level of usefulness of the learning strategies in the conduct of the online language project. Finally, the study revealed that the web based pedagogical tools have very high facilitative effect to the participants' language learning strategies.

**Abstract No: 4123**

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**Test Item Making Process of Olive, Online Listening for Individual Practice**

This article aims at describing the test item making process in developing OLIVE, Online Listening for Individual Practice. OLIVE is a web application prepared by Sekolah Vokasi Universitas Gadjah Mada Yogyakarta to enhance listening skill for non-English major students since all Sekolah Vokasi UGM students have to take TEVocS as the proficiency test before they graduate from UGM. The requirement leads to the need of

preparation for that test which is accommodated in the obligatory subjects for each study program, i.e. Bahasa Inggris I and II. Those subjects combine teacher-led classroom activity with independent learning, called blended learning. OLIVE provides supplementary listening materials which can be self-accessed online outside the classroom. Since vocational college students are prepared for working world, they will get listening exposure to daily life context in society and working world. There are four types of the listening practice served in OLIVE; Short Conversation, Question-Response, Longer Conversation, and Talks. They are in multiple-choice listening test and each test type consists of ten test items/questions. The focus of Short Conversation is to understand the message conveyed by the other interlocutor. In the Question-Response, the students should be able to state the correct response for particular utterance. Next, the students will listen to some longer conversations and answer some questions related to the content of the conversation. The last, in Talks, some monologues/ talks are presented and followed by detailed questions. Meanwhile, the process of the test making includes design, operationalization, and administration.

**Abstract No: 4124**

**Social Media as Teaching Platforms: Learning English Via Instagram**

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It is difficult not to be accepting with the existence of technology and its vast development today. The digital era allows practicality and promotes simplicity within our daily lives through gadgets, Internet connection, and digital applications. Social media, a form of digital application, have easily penetrated into our routine regardless where and when. Social Media as teaching platforms are now starting to be the new normal way to approach learners in this global era. This study is looking at one of social media platform, Instagram, as means of English teaching and learning. Teaching English by using the features Instagram has can bring learners to a more exciting level when absorbing lesson within a quick, informative glance, and for teachers to a practical way in sharing lessons. Quantitative approach is used in analysing data gathered, by looking at five English learning accounts, including —BBC Learning English and —Guruku Mr. Danish, to measure the level of practicality Instagram offers and the level of engagement that the students can experience. The study is hoped to be encouraging for teachers to make use of this platform and for students to have daily feeds of English lesson. This light and "unconscious" way to study in the world of hashtags might be what is found more effective in the future learning methods.

**Abstract No: 4125**

**Fostering EFL Teachers' Creativity Through Line Webtoon**

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Nowadays, English is undeniably important because of its role in this global era. Additionally, it is one of the subjects tested in National Examination in High School level. However, there are many students who are still bad at English though they have been learning it since they were in Elementary School. Students' boredom and the lack of teachers' creativity in the classroom may be the factors that can demotivate students and cause failure in learning and mastering English subject. In response to this gap, this paper has an objective to give an insight for EFL teachers to be more creative in teaching English by using LINE Webtoon; the sophisticated digital comics which can be accessed easily through smartphone. LINE Webtoon contains interesting features and stories for students to learn English. Specifically, this paper discusses about: (1) the role of comics in EFL classroom; (2) how to use LINE Webtoon in EFL classroom; and (3) the benefits of using LINE Webtoon in EFL classroom. For those who are interested in using technology in language

teaching and learning, LINE Webtoon can be an effective way to use in EFL classroom. It provides an extremely good stepping stone for those who are not entirely familiar with technologies. Finally, this paper is expected to give sufficient information for EFL teachers to improve their creativity in teaching English.

**Abstract No: 4126**

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**Capturing Teacher Educator Experiences in Modeling Tpack  
Technology Integrated Teaching Using Narrative Inquiry: A Call For  
Stories**

The study of Technological Pedagogical Content Knowledge (TPACK) framework has a great importance for making teaching and learning effective and efficient. Multiple previous researchers have explored how to facilitate, implement, assess, and model TPACK framework through quantitative, qualitative and mixed methods with the participants both in-service and pre-service teachers not only in developed but also in developing countries. However, previous research in this field has been limited to explore the teacher educator experiences in understanding, implementing, and modeling the TPACK framework into their teaching practices, especially in Indonesia context. Therefore the aim of this present study is to explore the teacher educator's experiences in modeling the TPACK in practice by using qualitative study of narrative inquiry. The findings of this study revealed that teacher educator has to model of TPACK in the classroom so that the pre-service teachers may see, learn, observe, and experience the way to teaching English with technology for being 21<sup>st</sup> century teachers. This study is significant because it provides a complex process in understanding, implementing and modeling the TPACK framework to make teaching and learning process effective and efficient.

**Abstract No: 4127**

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**An Ethnographic Case Study: Exploring Learner Factors Contributing  
to the Success of the E-Learning Learners in Learning English**

In terms of e-learning, Critical Success Factors (CSFs) are viewed as the things that must be done if the learning through e-learning media wants to be successful (Zainon, et al, 2008). Related to this, a case of the successful students in learning English through e-learning in SMPN 2 Sumberpucung, Malang, is interesting to be explored. Based on references, I see that most CSFs researchers use a qualitative approach with survey research design to find the critical factors. Meanwhile, the Ethnographic Case Study is very rarely used in the study of e-learning CSFs. This phenomenon challenges me as a researcher to do a research by using ECS. Hence, the aim of the study is to explore and portray learner factors that have contributed to the success of the e-learning learners in learning English. The findings of the research showed that in general the success of the students in learning English through e-learning media is influenced by the high-performance school culture. Besides, I find that student motivation is the most critical success factor that contribute to their success. Then it is followed by prior knowledge of the students in computer and internet literacy and self-efficacy online of the students. I also found the interactions between student-student, student- instructor, and student-content contribute to the success.

**Abstract No: 4128****Collogram: Collocation Family Analysis Program**

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The analyses of collocations in the existing collocation programs have often been based on the repetition of N-gram patterns rather than a specific collocation list. In comparison, ColloGram named from the compound, Collocation and N-gram or Program, bases its analysis on a collocation list from the Corpus of Contemporary American English (COCA) which so far (1990-2015) consists of a 5 hundred-million-word corpus. For the development of ColloGram, the corpus (4 hundred-million words) compiled during the period of 1990-2009, which became available in 2014 to the public, was utilized for the program. The collocation list contains 10,406 collocations families where the new notion of Collocation Family is adopted. A collocation family includes its inflected forms (inflected verbs, singular/plural forms of nouns) and derived forms (different word order, forms with more or less constituents). However, it was found that the COCA collocation family list has a limitation for representing the general collocation use of English because of COCA's unbalanced data construction (e.g. heavy dependence on newspapers, news scripts, and magazines). Thus, the researchers have extracted 7,630 collocation families (25,273 types) from the COCA collocation family list by updating frequency, range, familiarity, usefulness data based on 8 corpora (each is a million corpus). The collocation family list topped on the ColloGram program is called the General Service Collocations (GSC). The functions of ColloGram are similar to those of RANGE, the vocabulary analysis program, by Heatley and Nation (2002).

**Abstract No: 4129****The Use of Line Application to Augment Students' Vocabulary Attainment in EFL Classrooms**

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Mobile phones have been able to assist language learning in many studies in recent years. The characteristics of mobile phones, which are ubiquitous and private, are able to promote students autonomous learning and motivate them to be more involved in language learning. In Indonesia, since mobile phone market has been targeting teenagers, the use of mobile phones have increased among students including those studying in secondary vocational schools. Therefore, the researchers investigated the effect of using LINE smartphone application on EFL students' vocabulary attainment in a secondary vocational school in Samarinda. In this study, 30 EFL students were participated. They were dichotomized into two groups, control and experimental groups and were given a vocabulary pre-test. During the treatment, the students in the experimental group were instructed to utilize LINE application from their mobile phones to make some discussion and to receive some feedback from the teacher in one semester; whereas, the control group did not have this kind of strategy. At the end of the semester, a vocabulary post-test was given to both groups. The data of the study revealed that the use of LINE application through students' mobile phones significantly affected the students' vocabulary attainment. Last, some pedagogical implications have also been discussed.

**Abstract No: 4130****Culturally Sensitive Model for Mobile-Assisted Language Learning in Higher Education**

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The research aims at providing a culturally-sensitive model for Mobile-Assisted Language Learning in Higher Education. It is made possible by exploring the attitudes of students toward the use of mobile device in learning and to know several cultural dimensions that influence the choices of the students. The procedure took two stages, with the first year

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focusing on the development of the model and the second year for the better development. The instrument for the research takes Olga Viberg and Åke Grönlund's (2013) cross-cultural analysis and Kearney et. al. (2012) study. Respondents for this study were 300 students from 10 universities around Jakarta area. Data from questionnaire, interview and FGD were coded to categorize different needs and aspects preferred from the students, following Hofstede's (2010) mapping of culture. The trialled model was further developed in the second year following the students' responses.

**Abstract No: 4131**

**Assessing Speaking by F2F or Using a Developed Application: Any Difference?**

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Speaking in English is one of the skills that students should possess in their English study in order to communicate orally to others. To assess students' ability in speaking, lecturer normally asks questions by face to face (F2F) and the students answer them directly. In class consisting of 40 students or more, it really takes time to ask them the same questions one by one. Is there any faster way to do so? This study explores the differences between assessing speaking by F2F and using a developed application, that is using Bingar Application. The participants of this study are 40 students of the third semester majoring in *Game Application and Technology*. They are tested twice with the same questions. The first test is taken in class, the students answer questions which take about 1.5 hours. Second, in the computer lab using Bingar application, the students answer the questions which take only about 15 minutes. The results show that 80% of the students answer the questions with no significant differences either by using Bingar application or by F2F. The 12% of them answer the questions with better scores by using Bingar application than by F2F. The rest 8% answer the questions with worse scores by using Bingar application than by F2F. This indicates that using Bingar application is more efficient in accessing speaking than by F2F.

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**Abstract No: 4132**

**The Use of "I" and "We" in Academic Writing: A Corpus-Based Study**

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The use of first person pronouns, *I* and *we*, are unlikely to appear in most Indonesian academic articles, account for its risky image of being personal in academic context. The old strict rule, however, has shifted in many English academic writings. This study reflects on the use of *I* and *we* in academic texts stored in corpora: (1) How frequent are *I* and *we* in the academic texts of American English (AmE) and British English (BrE)? (2) What are the collocations? (3) How can they function to strengthen the writers' objective perspective? There are three methods in corpus analysis applied here: frequency list, concordance, and collocation. The corpus tools are accessed online on the websites of the Corpus of Contemporary American English (COCA) and British Academic Written English (BAWE) Corpus. This study firstly demonstrates that the frequency of *I* and *we* in the corpora is 2,352.6 per million words (PM) for *I* and *we*, 2,252.2 PM. In BAWE, the frequency of *I* is 1,350.25 PM and *we*, 1,335.37 PM. Secondly, the verbs which are collocates of *I* are *believe*, *think*, *get*, *found* and of *we* are *know*, *reject*, *see*, *consider*, and *give*. Finally, *I* academically portrays the writers' individual stance on conflicting issues, provides confident arguments, and guides readers. *We* functions to show collaborative works and the writers' confidence that their readers also accept the general concept presented. The results of this study encourage Indonesian writers to appropriately use *I* and *we* in academic writings.



**Abstract No: 4133****Using Interactive Story Via Scratch Programming to Support Problem-Solving Skills in the ESL Classroom**

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This classroom investigation was carried out as a preliminary study to look into how Computational Thinking Skills (CPT) can be exposed to the non participative ten year old ESL learners in the ESL lesson in the rural district of West Coast of Sabah, Malaysia. This investigation was guided with the research question: How Interactive Story via Scratch programming can be used as a tool to support problem-solving skills in the ESL classroom? To enhance the generalizability and credibility of this study, multiple data collection by means of group semi-structured interviews, pupils' document/work and classroom observations were utilized to gather data from the participants. The study revealed that the interactive story created by using Scratch 2.0 has successfully supported the problem-solving skills in the ESL lesson. The concepts of CPT were present throughout the activities carried out during the ESL lesson. The findings also suggested that CPT can improve pupils' skills and help them to develop creativity, ability to explain and build strong team work in terms of problem solving. The insights from this study addressed ESL teachers, curriculum planners, and syllabus and material designers to not underestimate childrens' ability to become problem solvers, be it independently or as a team.

**Abstract No: 4134****Using Edmodo as a Tool for Teaching Freshmen Writing**

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This research was an investigation to explore the use of Edmodo as a media in the learning processes of English as a Foreign Language (EFL) student's class. The students made of use Edmodo as a platform to submit journal entries that focused on their language learning processes. Students built a solid foundation in English through writing activities, and assignments. Students explored the basics of writing English and improved their understanding of the language's forms, functions and uses to increase their proficiency all through Edmodo. The qualitative data collected consisted of student's posts for writing tasks, messages, and comments on Edmodo. The positive implications for the use of Edmodo as a media in English language teaching investigated by the researcher revealed that Edmodo is a platform for students to share discomfort and successful experiences of being EFL learners through writing.

**Abstract No: 4135****Circ-Based Interactive CD: Designing an Innovation Media to Teach Reading**

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This study aimed at designing an interactive learning media of English for junior high school students focusing on the reading skill. The media was designed based on the principal elements of Cooperative Integrated Reading and Composition (CIRC) technique because this technique is proven to be more effective and efficient method in enhancing students' reading skill. The procedures of this Education Research and Development consisted of research and information collecting, planning, developing form of product, field testing, product revision, and dissemination and implementation. The media development resulted two chapters containing various passages of descriptive texts. Each text encompasses basal-related activities generated from the reading text itself which its practices cover reading the text aloud with accurate pronunciation, stressing and intonation, building vocabularies, and identifying meaning and information of the descriptive text. The validation average result from media experts, English practitioners, and learners revealed that the score was 89 and it was sort out into good' category. Then, after this media was implemented in teaching reading, the finding showed that the students

treated under this media performed better in their reading skill (8.0 > 7.6). It indicated that CIRC-based interactive CD as a media to teach reading could increase students' reading skill.

**Abstract No: 4136**

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**Teach the Class, and Let Whatsapp Do the Rest!  
An Account of the Use of Android App in a Writing Class.**

Technology is changing the world we live in, in terms of communication and interaction. It particularly affects the way people see, think, and learn their environment and communicate with others. In education setting, technology has brought about some changes as well. In a positive side, it is believed that technology enables teachers to have potential to do a lot of novel things in the classrooms. An example of the greatest form of technology change is the emergence of smart phones which have abundant interesting applications. Among a lot of smart phones' applications, *WhatsApp* is known as one of the most popular applications. It is an application which is especially designed for communication and chatting and very popular among young people and students. It is interesting, though, to explore how *WhatsApp* can help improve the learning process.

This study investigated the use of *WhatsApp* to improve the students performance in writing. Involving a Paragraph Writing class in one of the Indonesian universities as the research subjects and using a combination of quantitative and qualitative methods as the analysis technique, the result showed that the students demonstrated the massive progress in writing after the application of *WhatsApp*. Hence, this study proved that the use of *WhatsApp* could improve the students learning outcomes and progression especially in writing.

**Abstract No: 4137**

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**Haptic-Integrated Pronunciation Teaching**

This session presents a haptic-integrated pronunciation teaching technique (HaPT). Based on the systematic use of body movement, it is the result of 40 years work in the field by Acton (2016). HaPT developed out of his kinesthetic work in the '90s and has since been presented at 60 workshops worldwide, as the long neglect of pronunciation teaching gives way to renewed interest. The goal of HaPT is to teach new sounds, correct, aid recall, and improve intelligibility. It is based in part on Asher's (1966, 1969) Total Physical Response and Lessac's (1981) whole-person embodiment; hence it engages visual, auditory, kinesthetic and tactile experience. While extensive empirical evidence supporting HaPT is still emerging, classroom reports are encouraging. HaPT utilizes a scaffolding of pedagogical movement patterns based on the IPA vowel quadrangle, conceived as a square clock. Learners perform movements and gestures to touch points somewhat reminiscent yoga, or an arcade dance video game, depending on class mood. Instructors can lead groups, or use haptic videos. Videos provide consistency, can be used for homework, and aid non-native teachers not totally confident in their pronunciation. Students need little more than a learner's dictionary to help understand phonetics, and enough space to stretch out their arms. After as little as a few hours practice many report an 'aha' moment, allowing them to self-monitor pronunciation mistakes. HaPT is suitable for young and old, big and small groups, and classes of varying proficiency. Attendees will leave better able to use the techniques in their classrooms.

**Abstract No: 4138****Designing a Digital Placement Test**

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There is increasing demand from institutions to deliver placement tests using student's own smartphones, tablets and laptops. The key advantages to the institution are cost and time. There is no equipment cost, the tests are machine marked and results are immediately available. A fully digital test also saves teachers from the onerous task of marking large numbers of placement test papers. Designing such a test throws up a number of questions. Here are just five:

1. Is it reasonable to assume that in 2017 all (or virtually all) students have their own devices? How will students who don't be catered to?
2. Can a digital test be made to work in an environment with poor, or intermittent Internet?
3. Will a test delivered digitally give the same results as one delivered on paper?
4. What kind of question types are most appropriate? What kind of tasks work on a mobile, but not on paper?
5. How can we use technology to make students engage more with a test— or even enjoy it?

For the last year, ClarityEnglish has been working with telc, a quasi-governmental language testing agency, to answer these questions, and to create a fully online test. The outcome, the Dynamic Placement Test, was published in January 2017 and is being rolled out in different countries and different educational contexts across the world. By the time of the conference there will be six months' worth of data and experience to discuss with delegates. They will also be able to try the test themselves.

**Abstract No: 4139****The Effect of Digital Graphic Organizers on Students' Writing Quality**

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Digital graphic organizers is the strategy used in teaching English as a foreign language. It refers the way how the students use digital graphic in writing. The purpose of this study is to know the effect of digital graphic organizers on students' writing quality. The experimental research is carried out by using single group pretest-posttest research design. The students are given pretest, then they are given treatment using digital graphic organizers, the last the students are given posttest. The subjects of the research are the second semester students of English Department, Universitas PGRI Madiun. The students are asked to write two times. The students are assigned to write paragraph without being taught using digital graphic organizers as pretest. Then, the students are assigned to write paragraph after being taught by using digital graphic organizers. The data are analyzed by utilizing paired sample t- test with the level of significance at .05. The result of the study shows that there is significant different between the students who write paragraph after being taught by using digital graphic organizers than without being taught using digital graphic organizers. The mean of the students who write paragraph after being taught by using digital graphic organizers is higher than those who write paragraph without being taught using digital graphic organizers. It can be concluded that digital graphic organizers has a significant effect in writing quality.

**Abstract No: 4140****Improving Directed Writing Skills Through Online Extensive Reading**

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Countless study results over the years have focused on the effectiveness of online extensive reading on students' reading attitude, comprehension and vocabulary (Silva, 2006; Arnold, 2009; Chen 2013). However, there is rarely online extensive reading studies has improved students' directed writing skills. To fill this gap, the present study intended

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to examine the potential role of online extensive reading on the directed writing skills in order to prepare students to take International General Certificate of Secondary Education (IGCSE) examination. Nineteen students aged 15 -16 from science program was assigned to read online current issues followed by online extensive reading activities. After 16 weeks of instruction, the finding of the study showed that they are able to articulate experience and express what is thought to respond current issue. Also, they are able to analyze, evaluate and respond and compose precise yet concise directed writing based on the topic given using their own words with a wide range of appropriate vocabulary. Therefore, implementing online extensive reading in preparing IGCSE examination helps improve directed writing skills.

**Abstract No: 4141**

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**Literacy Development in the Digital Era: The Students' Perception Towards the Use of Mobile Devices as Popular Culture Products to Promote English Skills**

Nowadays, many people use mobile devices for various purposes. As one of the products of popular culture, mobile devices play an important role in the process of learning English as foreign language. Students are able to use mobile devices to promote their reading comprehension skills. For this reason, it is very useful to conduct research on the students' perception towards the use of mobile devices to improve English skills. This study aims to describe the students' perception towards the use of mobile devices to improve their reading comprehension skills; and to identify the advantages of the mobile devices use; and to explain the students' difficulties of the use of mobile devices. This study applied descriptive method to answer the research problems. A Likert-Scale questionnaire which consisted of five options from - strongly disagree to - strongly agree and an unstructured questionnaire were used to collect the data. The questionnaire was distributed to 105 students who took reading course at the University of Muhammadiyah Malang. The study shows that first, the students' perception towards the use of mobile devices to enhance Reading Comprehension course is positive; second, there are five advantages of mobile devices use: practical use, easy access to reading materials, easy communication with other students, facilitating doing homework and easy having academic consultation outside the office; and third, there are three difficulties of mobile devices use: low internet signal, limited- data saving and limited power/battery supply.

**Abstract No: 4142**

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**Utilizing Ibooks in Teaching EFL Reading Comprehension**

This research sets out to reveal, firstly, the implementation of utilizing iBooks in teaching EFL reading comprehension at AMIK/STMIK Raharja Cikokol Tangerang, secondly, the benefits gained by teachers and students in implementing it, and thirdly the challenges faced by them when employing it. It is a case study research which involves qualitative data collecting techniques such as observations, interviews, and documents examination. These instruments were given to 32 participants: one of them is the researcher as an instructor, the main participant observer. The instructor used the iBooks application in iPad for helping the students in learning EFL reading comprehension. Result of this research shows that iBooks had altered the teaching and learning experience of teachers and students. The implementation of utilizing iBooks in teaching EFL reading comprehension gives a new respective teaching EFL reading and acknowledges the benefits gained; it can assist instructor to teach EFL reading easily and help the students to read the EFL text in different and pleasant way. Moreover, challenges faced, consider that instructor using

this model should be mastered all matters relating to application used. And she must also have enough time to explain them clearly when they faced problems. Another is when they submitted their home works or tasks from the instructor, most students complained about Wifi or bad internet connection. However, utilizing iPad in teaching EFL reading comprehension is a breakthrough thought in the teaching of EFL reading comprehension that utilizes new technology, iBooks, which can help and motivate students in EFL reading comprehension. iBooks transforms students' simple act of reading EFL text to more enjoyable and challenging.

**Abstract No: 4143**

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**Edmodo Impacts: Fostering a Digital Class for the Better Instruction and Assessment in English Language Teaching**

In this digital age, more teachers no longer rely on face-to-face classroom, but they have shifted their platform of instruction into digital class as the internet network is now ubiquitous. Edmodo, as an educational website that takes ideas of social network, offers the potential for fostering digital English classes. Edmodo provides students with the opportunities to learn language without place and time restrictions and also the opportunities to be autonomous language learners. In addition, teachers may utilize edmodo as an assessment tool as well. Therefore, this research explores how edmodo as new platform of instruction was implemented to foster digital classes in English language teaching (ELT); how edmodo facilitated students' engagement during the class; and how edmodo facilitated teacher to assess students' learning outcomes. A qualitative approach with a case study design was employed and 286 students from a state senior high school in Sragen voluntarily participated during the research. In-depth interview, questionnaire, and document analysis were deployed as the data collection methods. It shows that edmodo was identified as an effective platform to foster a digital class in ELT as the students could interact with teacher, with their peers, and with the course contents effectively, both inside and outside the classroom. The students' engagement was also better compared with that of their engagement in the conventional classroom. Finally, edmodo could be an accurate assessment tool as no cheating was facilitated.

**Abstract No: 4144**

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**Online Plagiarism Detector Software to Assess Students' Academic Integrity**

The study attempts to assess the accuracy of students' articles through online plagiarism detector software. It employs descriptive qualitative design, analyzing sixteen articles (submitted pre and post using plagiarism detector software) written by sixteen students of School of Foreign Language Pontianak. After comparing the available free software, the researcher only used two free online software (Small SEO Tools and Search Engine Reports) as they are effective and efficient, also provide accurate identification. The results reveal that the plagiarism found in the contents of four articles which was submitted before using the software. The plagiarism found in the use of similar research and direct quotation, as well as the use of another person's idea from the Internet. It is also found that only two contents were revised based on the software suggestion; the students did not put direct quotation in their writings. Briefly, lecturers or students cannot merely depend on the online plagiarism detector software to assess students' writing skill as the software cannot differentiate the citation styles used in writings, and the correct use of legitimate citation. Therefore, the software still can detect plagiarism, although sources were clearly written in the article.

**Abstract No: 4145**

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### **Exploring Beliefs, Out-of-Class Activities and English Proficiency as Contributing Factors to English Achievement**

English learners are individuals and they are different in their English learning experiences. As recognized by Benson (2004: 5) that diversity is perhaps most apparent in classroom where the learners come from varied or similar socio cultural and linguistic background. English learners vary in terms of learning experiences that they bring to the classroom. In other words, the individual factors may have significant influences in the individual English proficiency and achievements.. Thus, this research aims to bring to light the reality of the beliefs, out-of-class activities, and English proficiency of the students of the English Department, Lambung Mangkurat University. The research design is qualitative by using a case study approach. The objective of this research is to explore how individual factors comprising beliefs, out-of-class activities and English proficiency contribute to their English achievements. The research is carried out to English Department students who are selected based on their high English proficiency scores. Data are drawn from taped interviews comprising information about beliefs and out-of-class activities, and documentation comprising scores of their English proficiency and their achievements. The data are analyzed qualitatively.

**Abstract No: 4146**

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### **Teachers' Perception: Responding to Criteria for Effective TEFL in the Digital World**

Technology gives significant influences to the process of teaching English as foreign language in Indonesia. Some teachers used technology in their classroom to give fruitful experiences to their students. Moreover, they also believe that technology makes the teaching and learning process easier. However, there are some criteria which should be considered by the teachers when they used technology in their classes. These criteria may define whether the technology which they used in the classroom is effective or not. Therefore, this study tries to give a clear picture about criteria for effective TEFL in digital world based on the teachers' perception. In addition, this study is expected to provide some possibilities of technology which can be used by the teacher in teaching English at high school level. This study will be conducted as descriptive qualitative study. The participants of this study will be three English teachers at high school level. The data will be collected through questionnaire and interview. Hopefully, the results of this study can give some benefits to TEFL practices in digital world.

**Abstract No: 4147**

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### **Test Takers' Beliefs and Experiences of Computer-Based English National Examination (Cbne)**

For the sake of supporting students' literacy on technology and information, since 2014 Indonesian government has promoted computer-based national examination (CBNE) program in several secondary schools in Indonesia. Though for the first time it was done limitedly in two Indonesian schools (Sekolah Indonesia Singapura and Sekolah Indonesia Kuala Lumpur), but the results were reported quite satisfying. During 2015-2016, hundreds of schools from 34 provinces in Indonesia were involved in this program. Since CBNE is a new program, there were only few studies about the uses and the consequences of it. This research will fill the gap by distributing questionnaire and doing retrospective interview to a group of third graders from several junior high schools in Bandung West Java about their views of the CBNE and their experiences of preparing for and taking the English test in CBNE 2016. The data analysis revealed that students

showed different views about CBNE, especially their beliefs on grades, learning, anxiety, readiness, convenience, and control about their experiences in doing the test.

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**Using Jolly Phonics Methods for Enhancing Pre-School Students' Literacy**

This study aims at investigating the effect of Jolly Phonics method on pre-school students' basic literacy skills. The pre-experimental study, through utilization of Jolly Phonics methods materials, modified Early Reading Screening Instrument (ERSI) in order to measure students' literacy abilities. Four aspects were considered: letters (alphabet) recognition, word recognition, concept word in sentences, and phonemic awareness. T-test analysis on the students' gained score indicated that there was improvement in pre-school students' literacy by using Jolly Phonics method.

**Abstract No: 4149**

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**Facilitating Language Learning Through Facebook-Based Activities: Pros & Cons**

Over a couple of decades, modern technologies have evidently produced a far-reaching effect on the English Language Teaching domain. Adopting such contemporary concepts as digital literacy or computer-mediated communication, the pedagogical community has directed their attention from the traditional 'chalk-and-talk' instruction to the trendy integration of social networking sites into the teaching-learning process. This study provides an in-depth theoretical discussion on the opportunities and challenges related to the exploitation of Facebook as a facilitative system in the 21<sup>st</sup>-century language classroom. With all of its available features, Facebook has been proven to hold tremendous potentialities for EFL learners via the creation of an actively multidimensional environment for language learning progress in an interactive fashion, implying both motivational and constructive values. Simultaneously, Facebook opens abundant conveniences for teachers, ranging from posting course-related updates, sharing materials, to monitoring students' performance or giving them opportune support. There are still, nevertheless, a few problematic issues for careful consideration. Facebook-based activities in an educational context may become a colossal distraction from academic duties or a likely obstacle for students who hesitate over getting their incorrect use of English seen by other peers. As well, the involvement of Facebook possibly challenges the existing conceptualization of teachers' image in both of the formal face-to-face instruction and the supplemental online platform.

**Abstract No: 4150**

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**Utilizing Wordpress in Investigating English Foreign Learners' Reading Strategies**

The purpose of this study is to reveal what kind of reading strategies used by the English Education Department students in reading 2 class. The Participant in this research were the students of third semester of English Education Department of STKIP Muhammadiyah Pringsewu lampung who took Reading 2. There were 38 students who involved in this research. Since this research used qualitative research design that involved case study, the researcher only took 5 students as the representative of group created by researcher in reading 2 class in order to get rich and deep information. The data collecting technique used in this research are think-

aloud protocol, reflective journal that uploaded through wordpress and interview guide for reading strategies. In analyzing the data, the researcher carried out some activities, namely describing, classifying, and connecting. The research finding obviously describe that the students used three main strategies in reading namely, Cognitive Reading Strategy, Metacognitive Reading Strategy and Compensation Reading Strategy.

**Abstract No: 4151**

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**Improving Students' Test-Taking Skills Through Blended-Learning Instruction**

This paper aims to investigate the effectiveness of using blended-learning instruction in improving students' test-taking skills. All students in Sekolah Vokasi Universitas Gadjah Mada are required to take Test of English for Vocational Students (TEVOCS) as a prerequisite to earning their diplomas. When taking TEVOCS, the students will perform their listening and speaking skills to measure their communicative competence. This effort aims to ensure that the graduates of Sekolah Vokasi Universitas Gadjah Mada have active and passive communication skills in English to succeed in today's world. In order to prepare the students to take such high-stake test, some departments have developed a learning program which equips the students with necessary listening and speaking skills for communication and taking the test. However, due to limited contact hours, not all skills can be accommodated, especially for listening skills. This situation creates a gap between listening and speaking abilities as illustrated in the test scores. To support the improvement of both skills, blended-learning instruction was designed and carried out in the forms of online listening activities via Online Listening for Individual Practice (OLIVE) website and offline meeting for speaking activities. The pre-test and post-test scores show improvement on students' performance in both skills. The result of t-test also shows that there was significant improvement after the application of blended-learning instruction.

**Abstract No: 4152**

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**The Use of Information Communication Technology in English Language Teaching**

In the context of education, the discovery of Information Communication Technology (ICT) in English Language Teaching (ELT) provides new atmosphere and challenges to students as well as teachers. The computer which is used as a supporting tool to execute a certain teaching strategy can make the teaching learning English attractive and joyful. Digital journal is a way to adapt ICT in ELT to help teacher elevating students' academic performance. Pre experimental research was applied as method to gain two broad research purposes which are: (a) to investigate the effect of digital journal used in learning English on students' academic performance, and (b) to gain a deeper understanding of how the use of digital journal affects students' academic performance. The subject of this study was students of Information Technology Department, totally 40 students. The study was conducted for four months and the result showed that the use of digital journal affected the students' academic performance. There was significant effect of students' academic performance after they applied digital journal in learning English. The use of digital journal helped students to have deeper comprehension by rewriting the material they have learnt in the class with the teacher. This activity motivated the students to learn English more by having new atmosphere as well as receiving feedback from the teacher.



**Abstract No: 4153**

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**Moodle as a Blended Learning Tool in a Flipped Classroom**

The use of learning management systems (LMS) such as Moodle has made it possible for educators to use various tools in order to maximise the learning experience of students. The potential of these tools has not yet been explored completely in many learning and teaching contexts. This presentation is about a study conducted at Nizwa College of Technology, Oman, during the academic year 2016-17. Moodle was used in this study as a pedagogical tool to supplement and support language learning within and beyond the classroom. In this 'flipped classroom' students found plenty of opportunities to gain first exposure to new materials outside of class, through reading and videos. Students could exchange useful information on various topics and use class time to assimilate the knowledge gained through prior reading in this blended learning environment. This presentation will bring into focus the potential of Moodle as a blended learning tool to facilitate learning in an EFL classroom. It will also analyse variables such as gender, specialization and students' attitude to using technology. Finally, student feedback, author's reflections on the course and some challenging issues involving the use of Moodle will be discussed.

**Abstract No.4154**

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**Teacher Efficacy Development When Solving Pedagogical Dilemmas: A Comparison of Pre- and in-Service Teachers in the Fif College English Classroom Embedded Formative Assessment**

This study explores Chinese college English teachers' sense of efficacy development. Using efficacy scales, this paper focuses on pre- and in-service teachers' sense of efficacy development when solving pedagogical dilemmas to reflect the effect of formative assessment on teacher development. Data are collected from six pre- and in-service teachers by observation, interview and diary. The study focuses on college English class which used FIF to add ideal coins for students, an online system to record students' work in the instruction and to allow students to upload their homework. It reports: (1) how pre- and in-service teachers solved pedagogical dilemmas in terms of teacher efficacy; (2) how pre- and in-service teachers differed in teacher efficacy differences; (3) how teacher efficacy was related to pre- and in-service teachers' teaching experiences in the FIF classroom embedded formative assessment. Finally, this paper discusses the implications of our study for initial and continuing teacher education.

**Abstract No: 4155**

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**Multimodal Literacy and Digital Love Sonnets**

Try to teach a sonnet and not many of the students will be interested. To overcome this disinterest we might try a multimodal approach since in this digital era there are so many semiotic modes available. This essay will cover the idea of multimodality and its application in teaching Pablo Neruda's *Love Sonnet II*. It will rely on Kress's theory of *Multimodality* (2010), Van Leeuwen's *Social Semiotics* (2006), and Jewitt & Kress's *Multimodal Literacy* (2003).

**Abstract No: 4156**

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**Students' Writing Test Using an Integrated-Multimedia Website  
(A Case in an English Professional Class - Binus Online Learning)**

Since the development of technology, the demand of high technology for teaching learning is getting higher. It is also a demand in assessing students achievement by using technology. In language teaching learning, It cannot be denied that it has also been used assessing students language skills including writing. Assessing writing in a common type is carried out manually or typing in a word document. However, some research studies have found that using technology in assessing writing give more advantages (Yunus, et all: 2013) and (Maiya: 2014). Based on the results, this research aims to explain the development of integrated multimedia website for assessing writing as well as the potential of using website for writing test. A questionnaire was distributed to 28 students joining English Professional Course at BINUS Online Learning to evaluate the promptness of the website for the test and the students' sense toward the website functionality. The result shows that the website is well equipped to use as a tool to test them writing. Moreover, they feel comfortable to use the website for doing the writing test. Some developments in the website are still needed, especially for the variation of the question including to add some video and audio integration.

**Abstract No: 4157**

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**English Language Acquisition Through Imitation: A Case Study of a  
Young Learner**

This paper aimed at finding out the vocabulary imitated by the four-year-old child in acquiring English through watching television programs, and analyzing how he describes the meanings of the vocabulary. Data were taken from a four-year-old child (pre-school age) who often watches television programs in English: *'Dora the Explorer'* and *'Blaze and Monster Machines'* (animations by Nick Jr). This is a field research with descriptive-qualitative method. The techniques used are observation, recording, and note taking. In order to know the vocabulary imitated by the child, Chomsky Nativist Linguistic Theory (in Bigge and Shermis:1998) was used. Furthermore, Cameron's approach (2001) was applied in order to analyze how the understood the meaning of the vocabulary. The results show that the child could acquire 4 words in *'Dora the Explorer: episode 15'* (i.e. *giant, river, dinosaurs, click*), one phrase (i.e. *it's a chicken*), and sixteen words from *Blaze and Monster Machines: episode 13'* (i.e. *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, crusher, tire, truck, gasquatch*). The child understood the meaning by guessing them based on the pictures seen on television, besides his parent also helped him to interpret the vocabulary.

**Abstract No: 4158**

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**Using E-Mail for Online Corrective Feedback in Academic Writing of  
the Fourth Semester Students at Stkip PGRI Tulungagung**

In this digital era, the range of technologies are available for use in language learning and teaching. They are being used in classrooms all over the world to make language learning and teaching more challenging and interesting. Internet, as one of the product of technology has been a boon in the teaching and learning environment. With the rapid development of technology, distance education and online learning are being considered a viable path for adult education. In teaching writing, feedback is surely important but the focus now is on which type of corrective feedback would be effective to enhance students' written performance. This study focused on investigating the efficiency of using online corrective feedback (via e-mail) for academic writing classrooms compared to conventional

corrective feedback methods. In order to examine if this online form of corrective feedback could be introduced into academic writing classrooms, an experimental design was selected to compare a control and an experimental group of the fourth semester students in academic writing classrooms. The statistical analysis applied to this research indicated that online corrective feedback was more efficient. It improved the students' writing skills. The results showed that online corrective feedback should be potentially useful when integrated into the teaching and learning of academic writing.

**Abstract No: 4159**

**Conventional Language Teachers' Struggle on Using Technology**

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Indonesia has tremendous development in teaching system over decade, which brings shift on education system related to the raising of human resources qualification standard, national curriculum, and technology usage in teaching and learning process. Being sophisticated and using technology has triggered teachers on delivering their teacher material and it comes more easily on doing teaching. The technology are being very familiar and friendly for the young sophisticated teachers instead of those who had served their teaching expert for very long terms before the technology became the part of education. The lack of knowledge of technology and the pessimistic feeling on learning it become barriers that they could not push away from. This paper investigates the incapability on exposing technology on teaching which is mostly experienced by those who had long time periods on teaching and they remain implementing conventional method on teaching language. The facts show that they struggle with the using of technology opposite to the students' needs and capability of it. Besides the barriers appear on teaching activities that they have to struggle with, the other problems are on the teachers' administration fulfillment in order to legitimate their profession that should be acknowledge by the government.

**Abstract No: 4160**

**Developing Olive for Non-English Department Students in Sekolah Vokasi Universitas Gadjah Mada**

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In the 21<sup>st</sup> century learning, teachers are required to integrate the use of technology in teaching-learning practice to provide more accessible materials, to make the students more actively engaged in learning process, and to accommodate independent learning and additional time for studying outside the classroom. Realizing the benefits of technology integration, this present study aims at developing a web-based listening material called *Online Listening for Individual Practice (OLiVe)* as supplementary materials for non- English Department students in Sekolah Vokasi UGM and implementing blended-learning as a response to the 21<sup>st</sup> century learning. Online listening materials were developed due to the limited time provided for English courses in non-English departments while the students were expected to master two major communicative competences, namely listening and speaking to enable them communicate in social and working contexts. The result of need analysis as preliminary study showed that the teacher had difficulty in managing the time for practicing both listening and speaking skills in the classroom, which caused the students to have very limited exposure to and practice time for both skills. Consequently, not all students had sufficient practice time and feedback, and most of them showed unsatisfying results in their listening test. Therefore, it was considered necessary to provide supplementary materials for independent-learning to improve students' listening skill. The processes of need analysis, online material development, try out, and

revisions were explained descriptively to ensure that web-based listening materials are ready and effective to be implemented as blended-learning in English classes for non-English department students.

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**Internet-Based Instruction in Teaching English Literacy at Higher Education**

The important effort to the teaching of English literacy at the university context made many lecturers is to try to make their student be competent in English with high proficiency on it through an effective teaching media. This research aims at developing an internet-based instruction in the form of android application as learning media in teaching English literacy for students of the first semester at higher education. In addition, the research develops many tasks in the form of android application that can facilitate students to study about English literacy individually by doing some tasks which is available on the application. This research is research and development (R&D). The stages of the R&D comprising of collecting data, planning, develop preliminary of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination, and implementation. The research was conducted at Universitas Negeri Makassar. The population of the research was the first semester students of English Education Department, Universitas Negeri Makassar. This research was conducted by using pre-test and post-test design. The data were analyzed by using descriptive statistics to know the benefit of the application of the internet-based instruction to the improve students' learning outcomes. The research results support that internet based instruction in the form as android application can present an effective English literacy which is fulfil the students' needs by means of showing some tasks to help them in studying English literacy individually. The research findings reveal that the internet-based instruction can enhance students' English literacy skills at the beginning stage of their university education.

**Abstract No: 4162**

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**Own Pace-Own Space: An Action Research Using Apps for Independent Learning**

As teachers, we often get frustrated when the tasks we set for students after class are not their priority and wonder about their time management skills. This is likely because we forget that students have a life outside the classroom. The focus of this action research was to try and facilitate the gap between classroom study and self-study of adult learners in a tertiary education institute by introducing an alternative platform for learning so that students can 'fit in' studying. Research has been done on using apps in primary/secondary schools for flipped learning but little research has been done on adult learners using apps for independent learning especially in an English language setting. The research participants were involved in multiple semi-controlled sessions designed to encourage e-learning and stimulate metacognition. Multi-methods of data collection was used to identify whether using an app specifically chosen to help with their weaker skill would give the students confidence to be able to study whether for short or longer periods at their own pace and in their own space. Key findings indicated students had a high level of concentration within the time allocated. An incidental finding through observation was that when the students were studying on iPads, all mobile phone activities and checking for activity were ignored. The implication being that when designated a chunk of time, students will study independently on an app and time-on - task independent learning was achievable.

**Abstract No: 4163****Flipped Classroom Model in Preparing Teacher Candidates Facing the Digital Era**

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“Flipping” the classroom is an instructional strategy in which students do homework in class and classwork at home, with the ultimate goal of spending more in-class time on problem-solving and individualized instruction (Lage, Platt, & Treglia, 2000). Although this strategy has been embraced by K-12 teachers in the United States, research into applying the “flipped” model in an English as a foreign language (EFL) context at the university level has yet to be published. To address this issue, a Research and Development (R & D) study was conducted with intermediate level EFL classes at a university in Yogyakarta, Indonesia. The model was developed using ADDIE (Analyze, Design, Develop, Implement and Evaluate) model as the procedure.

Data from observations and surveys on the implementation revealed that the flipped model match learner expectations of teacher roles in the classroom. Additional findings from the surveys uncovered that most students are ready to face challenges in digital era since technology promotes creativity and opportunities for higher order learning in the classroom.

**Abstract No: 4164****Using Digital Story to Improve Primary School Pupils’ Understanding of Poem**

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Language Arts is a new component implemented in the English Language syllabus for the Malaysian primary school since 2011. Its genres include rhymes, songs, poems, stories and graphic novels which can activate pupils’ imagination and interest so that they are encouraged to use English language widely. This study aimed to investigate the effectiveness of using digital story to improve the pupils’ understanding of poem. A total of 20 pupils were selected from a primary school by using purposive sampling. This was a case study utilising both quantitative and qualitative data. The instruments were pre-test and post-test, pupils’ work and interview. The results showed the pupils performed better in the post-test than the pre-test. Results of pupils’ work and interview also showed the pupils enhanced their learning of the poem through increased understanding, active participation and motivation. The findings of this study have implications for teachers and educators to implement effective strategies in their teaching and learning process in the classroom.

**Abstract No: 4165****Feminist Teaching in EFL Contexts: Narratives of Feminist University EFL Teachers**

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This study explored feminist EFL teaching practices in Japanese universities through eight feminist EFL teachers’ narratives. I took a narrative approach and triangulated data with multiple sources, including open-ended questionnaires, interviews, classroom observations, teacher journals, and email communications. The eight participants were in their mid-40s to early 60s and had been teaching EFL in Japanese universities for between 6 and 27 years. Participants comprised four white Americans (three female, one male), one British woman, two Japanese women, and one Japan-born Korean woman. They defined themselves as feminists or pro-feminists. Data were collected from March, 2011 through August, 2015. Their narratives and classroom practices were analyzed within the framework of poststructural feminist theory. Through the analysis of the data, I found that while my participants taught about gender-related topics in a straightforward way, they used other minor aspects of feminist teaching such as paying equal or even special attention to and treatment of female

students, teaching gender-neutral language, using group techniques for gender awareness, incorporating women's stories into writing techniques, bringing in videos about girls and women, reclaiming local women's issues, and introducing gender-related events. The feminist EFL teachers in this study valued the importance of teaching English according to feminist principles. I used these findings to refine a feminist pedagogy in EFL teaching. In EFL contexts, the process by which educators teach must be considered in feminist pedagogy, as well as the content of what educators teach. In addition, feminist pedagogy in EFL classes concerns the use of L1/L2.

**Abstract No: 4166**

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**Mobile Based Application in Learning Writing of Letters and Numbers  
(Case Study For 1<sup>st</sup> Grade Elementary Students)**

Learning to write is essential for the education of a child from the age of 6-7 years, because writing is a science of life, every level of education and employment will not escape from writing activities. Basic skills in writing in one of the major provision for children to be able to understand the given subject at school. One alternative to help increasing the interest and ability of children in learning to read and write is by using a learning media in the form of software. Android is an alternative software chosen, based on the reason that android is tend to be used on mobile devices such as smartphones and tablet pc. As the development of mobile telecommunications which is usually used as a communication tool, recently can be used as a learning media that is learning how to write letters and numbers. The purpose of building this learning media application is to facilitate the children in learning how to write letters and numbers easily, properly, correctly and attractively. These applications can run on a PC, mobile phone (smartphone, blackberry, and android) or others that have web browser features. This application is built using the PHP programming language and MySQL as its database.

**Abstract No: 4167**

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**Practices of Coaches in Using Social Media for Coaching**

Generally, teachers need knowledge, skills, practice and support in order to become effective teachers. These can be attained via coaching, which is basically unlocking a person's potential to maximize one's own performance. However, due to the time constraints and geographical factors circumstances that associated with locations, coaches find it difficult to provide frequent face-to-face coaching on certain schools for teachers within stipulated times. Nevertheless, coaches are responsible to provide coaching to improve teaching practice of teachers in schools specifically pertaining to teaching techniques and strategies. Therefore, social media is seen as a potential platform in overcoming the aforementioned obstacles. In elucidating the phenomenon of coaching using the social media, a survey is carried out with 56 Malaysian coaches with the aim of identifying the practices of using social media to coach school teachers, and thus enhance and enrich their professional development and learning. Findings show that coaches utilize the social media quite extensively to provide coaching, in which teachers are provided with the support of knowledge construction, as well as 21st century skills.

**Abstract No: 4168**

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**Exploring Creative and Innovative Activities in EFL Classrooms at Tertiary Level**

Creativity and innovation have been increasingly important for the development of the 21<sup>st</sup>-century knowledge society. Currently, they are inevitable trends in any level of classroom instructions. In this context, technologies play a pivotal role in educational change towards an innovative and creative academic environment (Ferrari, Cachia, & Punie, 2009). They could act as a platform to foster creative learning and innovative teaching and are currently offering a variety of opportunities for constructive change. However, both teachers and learners must acquire the critical skills in their use of technologies to be able to benefit from them in an effective, innovative, and creative way. Being innovative and creative English teachers is a special challenge for today's English language teaching. This article, therefore, elaborates particularly, how creative and innovative activities are explored in EFL classrooms at tertiary level as well as their merits, problems, and challenges. Moreover, in the field of English language teaching, any innovation has to be practical (Pickering & Gunashekar, 2015) as it is expected to meet the needs of the teachers it is aimed at. More notably, it must foster skills and knowledge which will upgrade the quality of teaching in the classroom and eventually impact on learner classroom.

**Abstract No: 4169**

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**EFL Classrooms: A Pilot Project in Indonesia**

The purpose of this study is to investigate the effects of Schoology, a Learning Management System (LMS), on English as a Foreign Language (EFL) learning of Indonesian EFL learners enrolled in English language education department at a state university in Surakarta, Indonesia. The participants were 95 undergraduate students at the pre-intermediate and intermediate levels of proficiency. This case study lasted for a whole teaching module consisting of 8 weeks. Within this process, students were weekly assigned with the use of Schoology in the EFL classrooms. As for the data collection process, tests and questionnaires were administered to the participants before and after the application of the treatment and the result were compared. Classroom observations, questionnaires, in-depth interviews, and students record were also used so as to identify students' perceptions of the LMS. The findings of the study revealed that: 1) majority of the students considered Schoology to be effective and useful particularly on the feature of managing teaching materials and promoting learning autonomy, 2) it is necessary for EFL teachers and learners to shift from traditional lecture-based teaching and test-based assessment to a more blended style of learning by using Schoology, 3) Schoology functions as the ways to innovate processes of content production and management, grade recording, and attendance systematically, and 4) improving teaching pedagogy is effective by using Schoology. The study raises issues which it is felt should be taken up by EFL teachers and learners, and describes some solutions to problems which have been developed in certain contexts.

**Abstract No: 4170****Students' *Digital Storytelling Works* as an Alternative Media in Learning Narrative Text Orally**

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In the world of technology, there has been a huge change in which the students prefer to learn by using digital technology. The teachers are expected to be able to find interesting digital technology devices in teaching and learning process. Digital storytelling is one of the technologies that can be used in teaching activities. It is a useful mean how to combine both personal narratives with the use of technology in the classes of English language. Therefore, this study is aimed at describing the implementation of digital storytelling, the students' responses to the use of digital, and the students' digital storytelling works. The design of this study was a descriptive qualitative. Field notes, students' digital storytelling, and interview were used as instruments of collecting data. To analyze the data, the researcher used data condensation, data display, and drawing conclusion. Some findings obtained from this study indicate the media is very attractive. The students have freedom to make the digital storytelling either inside or outside the classroom. They are strongly interested since it has empowered them during learning and teaching. At last, the ability of the students is varied. Not all students reached the speaking criteria from O'Malley and Pierce's scoring rubric.



# THANKS TO



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TESOL International Association, formerly Teachers of English to Speakers of Other Languages, is the largest professional organization for teachers of English as a second or foreign language. It was founded in 1966, and is based in Alexandria, Virginia, in the United States.

As of 2016 it had 11,886 members worldwide, and it was affiliated with 109 language education organizations, just over half of which were based outside the United States. TESOL's total number of members, including those of affiliate organizations, was around 44,000.

TESOL publishes two peer-reviewed academic journals, the [TESOL Quarterly](#) and the [TESOL Journal](#). It also offers an insurance program to members, as well as various awards and grants. During the summer, the organization holds professional development seminars called "TESOL Academies" across the United States. It also hosts an annual convention



PLTI (*Pusat Layanan Tes Indonesia*/Indonesian Testing Service Center) is one of the pioneers in computer-based online test development. It is founded and owned by two large Indonesian professional associations, TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia, an association of English teachers in Indonesia) and HIMPSI (*Himpunan Psikologi Indonesia*, an association of Indonesian psychologists). At present, PLTI offers two online proficiency tests: TOEP (Test of English Proficiency) and TKDA (*Tes Kemampuan Dasar Akademik*/Academic Potential Test), both of which have been used widely in Indonesia for several needs and purposes with real time score reporting. The tests are developed based on modern Item Response Theory by experts in English language teaching and

assessment, psychology, and psychometry. Test centers (called PLT, *Pusat Layanan Test*) are mostly associated with prominent universities, institutes, or polytechnics across Indonesia. PLTI office: 1<sup>st</sup> floor of Plaza UNY, Jalan Affandi Gejayan, Sleman, Yogyakarta 55281. For more information: [www.plti.co.id](http://www.plti.co.id) or mail to [sekretariat@plti.co.id](mailto:sekretariat@plti.co.id) or [plti.toep.tkda@gmail.com](mailto:plti.toep.tkda@gmail.com). Phone +62274 6429150 or +628041456789.

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