

## **Invited Speakers' Presentation--Abstracts**

**Helen Louise Basturkmen, The University of Auckland, Australia**

### **Directions in ESP Research with Reference to the Asia Pacific Region**

**Paper**

The first part of the keynote presents a review of topical themes in recent ESP research in the Asia Pacific region. The review was based on a survey of articles reporting empirical research that were published in the flagship journal in this field, *English for Specific Purposes*, between 2018-2020. Studies from the region were identified based on the information that the authors had provided about their institutional affiliations and included institutions in Australia, China, Hong Kong, Indonesia, New Zealand, Singapore, South Korea, Taiwan, Thailand and Vietnam. The studies were examined with the aim of identifying the broad topical nature of the research. Four topical themes were identified – issues relating to teacher or learner identity, applications or proposals for ESP teaching or learning, reports of under-researched contexts, and linguistic inquiries describing target situation language use or social/cultural differences in target situation language use. The second part of the keynote looks forward. It includes a discussion of emerging and future directions for ESP research and describes the speaker's current research, which investigates attention to language issues in English Medium Instruction (EMI) and the potential role ESP practitioners may play in supporting EMI teachers and lecturers.

**Andy Xuesong Gao (高雪松), University of New South Wales, Australia**

### **Empowering Language Teachers for a Multilingual World**

**Paper**

In this presentation, I review efforts to promote language teachers' professional development (e.g. teacher research). I draw on the recently published Douglas Fir Framework to develop a roadmap for language teacher education and will discuss how language teachers' professional development may unfold in a multilingual world. I argue that language teacher educators need to address the following challenges for language teachers: (a) the deficit discourses about language learners, (b) integrating a broadened theorization of cognition in teaching, and (c) focusing on learner agency in teaching. Teacher educators also need to work with language teachers to reflect on why they teach languages, what languages they teach, and how they teach languages. By doing so, teacher educators will enable language teachers to support language learners' efforts in developing semiotic resources to assert themselves. Language teacher educators should also help teachers to pursue social justice and equity when teaching in challenging contexts.

### **Addressing Students' Language and Literacy Challenges in CLIL Classrooms Workshop**

Students are likely to experience significant language and literacy challenges in CLIL classrooms. Drawing on data collected on secondary school students' learning of Integrated Sciences and Math through English as medium of instruction (EMI) in Hong Kong, I discussed the language and literacy challenges these students' experiences, including technical and non-technical terms, dense noun phrases, difficult conjunctions/prepositions/pronouns, implicit logical relationship, and unclear questions. I also discussed the differences that were identified between the underachievers and the high achievers in terms of the type of resources and the processes they use. I also offer

suggestions to the teachers about ways to facilitate students to overcome the language challenges and to develop their self-regulated learning ability.

**Tetsuo Harada, Waseda University, Japan**

**English Medium Instruction (EMI) in Asia:**

**Paper**

**Conceptual Underpinnings and Practical Issues**

With the globalization of higher education, many universities offer major courses in English and/or English-taught programs/degrees. This instructional model is referred to as English medium instruction (EMI), and is becoming common in Asian countries as well. For example, 307 (41%) universities in Japan provide EMI courses at an undergraduate level while 237 (38%) of them do at a graduate level (MEXT, 2019). In Asian contexts, EMI may be considered to be one of the instructional models of content-based instruction (CBI) or content and language integrated learning (CLIL), in that English language learning can be a by-product of taking EMI courses. I will start with the definition of EMI and differences between CBI, CLIL and EMI and present the rationale behind the integration of content and language with the focus on findings from second language acquisition and outcomes of bilingual education, followed by several issues and challenges of EMI at a university level. In addition, I will discuss key problems common among East Asian countries in terms of students' language proficiency required for EMI and their psychological or emotional aspects they face in the EMI classroom. Finally, I will make some suggestions to make EMI courses more successful.

**Content-based Curriculum Design and Implementation:**

**Workshop**

**Principles, Practice and Challenges**

Many teachers find it very challenging to design and implement content-based curriculums, even if they understand theoretically how effective the integration of content and language is. In this workshop I will present the rationale for content-based curriculums and discuss some practical strategies for designing and implementing the curriculums with some hands-on activities. One of the key differences from the structural syllabus is that in the content-based syllabus not language but content is a vehicle for language learning and teaching. I will start with the introduction of some primary models of content-based instruction (CBI) and the balance between content and language, followed by the presentation of general principles of curriculum design, including guiding principles, contextual factors, learner needs, program goals, program content, and assessment (Graves, 2014), based on my experiences developing a content-based English as a foreign language program at the university level in Japan. In addition, I will share with the audience a few tips on implementing CBI curriculums: the Six Ts Approach (Stoller & Grabe, 2017), which shows how themes, topics, texts, tasks, transitions, and threads should be integrated, the backward design (Reynolds, 2017), and the Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt, & Short, 2017).

**Renate Link, Aschaffenburg University of Applied Sciences, Germany**

## **Teaching Mediation Skills in the English Language Classroom**

**Paper**

When it comes to methodological and ethical challenges in bilingual and bicultural communicative situations, language mediation plays a major role nowadays. Quite unlike interpreting, which takes place on a different level and is based on different foundations, language mediation is focused on identities, relationships and the balance between the cultural and linguistic message. This seems particularly important in terms of discourse and communication skills in professional life, but also in the academic world. Language mediation builds interlingual and intercultural communication bridges. Therefore, in addition to cultural, social and plurilingual competence, language mediators also need emotional intelligence to create the framework for smooth communication. This keynote will provide an insight into the practice of language mediation skills in the English language classroom. According to the new descriptors of the Common European Framework of Reference for Languages (cf. <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>), the following areas will be focused on: - Texts and language mediation - Concepts of language mediation - Communication and language mediation The keynote aims at demonstrating how to bridge communicative and cultural problems in the multicultural English language classroom by means of exemplary language mediation scenarios from academic contexts.

## **Increasing English Learners' Cultural Awareness through Play**

**Workshop**

Can the experience of learning English be a haptic and playful one also in higher education? Yes – this workshop will rethink teaching English with cross-cultural elements to students by gamifying it. Applying gamification methods in a fun way not only in the English language classroom at all levels has become increasingly important in recent years in an effort to get and hold the modern generation-Z students' attention and enhance their commitment. This trend has been enhanced even further by the pandemic. Students now crave for a “physical” counter-experience to the e-learning overkill – after the forced retreat into the digital world due to covid-19 more than ever before. It is time for a revival of non-digital approaches particularly well-suited for the field of English language learning combined with cross-cultural learning. This interactive workshop will allow participants to gain an insight not just into one, but into two different card games and how they can be used in the English language classroom: Participants will travel around the world, solve intercultural dilemmas and think about questions about culture and intercultural communication. Each game's potential for enhancing language and intercultural skills will be tested and contrasted in order to enable participants to forge new powerful non-digital realities with either tool in their own English language settings while promoting cultural self-awareness, curiosity and the ability to change perspectives and open mindedness among their students. Both games can be used for mere English language training, but also for promoting global citizenship and internationalization at home or preparing for a (virtual or physical) stay abroad.

**Dilin Liu (劉迪麟) University of Alabama, USA**

## **Using Corpora for Learning Academic Writing: A Systematic Review**

**Paper**

The use of corpora (including learner corpora) for second language (L2) learning/teaching has

increased rapidly over the past few decades. This article attempts to present a comprehensive review of the research on corpus use for learning/teaching academic writing in the past two decades. The article first offers a brief background discussion of (1) the use of corpora for language learning/teaching in general, (2) the key features of academic writing that distinguish it from other forms of writing, and (3) the potential benefits of using corpora in learning/teaching academic writing. Then, it reviews both common and creative uses of corpora for learning/teaching various aspects of academic writing (such as its linguistic stylistics, discursal and organizational patterns, disciplinary variations, and rhetoric strategies) as well as the challenges involved. In the review process, the article highlights what specific aspects of academic writing are especially conducive to corpus-based learning/teaching and what corpus-based/driven learning practices have been found effective. Strategies for helping overcome challenges in corpus use for learning/teaching academic writing are also explored. Future directions for using corpora for learning/teaching academic writing will be discussed as well.

### **Effective Practices in Using Corpora for Learning/teaching Academic Writing Workshop**

In this workshop, we will demonstrate and practice, via concrete examples, some effective activities and techniques for using corpora to teach the following aspects of academic writing: typical linguistic/stylistic features including lexico-grammatical usages (e.g., collocations and formulae/lexical bundles), cross-discipline variations in these features, rhetorical devices and strategies, and discursal/organizational patterns. In addition, we will also explore how to use learner corpora to identify and analyze common language and stylistic problems in ESL/EFL academic writing and to use the results of such analysis to help develop learning/teaching activities for addressing these problems.

**Audrey B. Morallo, University of the Philippines, Philippines**

### **Analyzing the Philippines' EAPP Curriculum from 21st Century Learning and Paper Student-Centered Learning Perspectives: Opportunities and Challenges**

Following Barrot's (2019) examination of the language arts component of the Philippine K to 12 curriculum from a 21st century perspective, this paper attempts to use this same lens and student-learning perspectives (Jacobs & Renandya, 2016) to evaluate the English for Academic and Professional Purposes (EAP) curriculum of the country. One of the major features of the language arts curriculum of the Philippines is the focus on more advanced English courses such as EAP at the senior high school level. This decongests the curriculum and allots more time to the learning of competencies in English at the elementary and junior high school levels. In this paper, a brief discussion of the language arts and EAP curricula will be provided. Then 21st century learning and student-centered learning will be explicated, especially how they can be applied to language learning. The results of the analysis of the EAP curriculum used in Philippine schools will then be presented. Conclusions and recommendations on the strengths, weaknesses, and issues that need to be addressed in the curriculum will also be discussed. Implications for future curricular changes and research will cap the paper.

**Developing Text-Based Lessons for ESP Classes**

**Workshop**

Over the years, developments in language teaching and applied linguistics have given us various ways to operationalize the communicative approach to language teaching (CLT) in the classroom. CLT today can be divided into two major methodologies: 1) process-based methodologies where classroom instruction is focused on creating the right processes believed to best facilitate language learning and 2) product-based methodologies where the primary concern of classroom planning is outcomes or products of learning.

In this workshop, I will talk about how a product-based methodology – text-based instruction (TBI) – can be applied to develop lessons in English for Specific Purposes (ESP) classes. Also known as genre-based approach, TBI sees the importance of mastery of different types of texts in language learning, a focus that is useful in the field of ESP where students from different backgrounds are expected to employ the target language in the production of different oral and written texts. After providing a brief sketch of theories related to TBI and ESP, I will review some basic principles for English teaching and learning (Renandya, 2013). The workshop will then proceed to the discussion of the five-phase framework of Feez and Joyce (1998) in implementing text-based instruction. The session will conclude with a workshop where participants will be given the opportunity to develop their own text-based language lessons.

**Glenn Stockwell, Waseda University, Japan**

### **Mobile Learning in a Rapidly Changing World**

### **Paper**

The COVID-19 pandemic has had an enormous impact on the field of education, with the vast majority of institutions needing to switch to online delivery of courses with very little notice or preparation. As life slowly returns to “normal” in many regards, it is starting to become clear that the pandemic will have long-reaching implications on how technology will be used inside and outside of the classroom. The ways in which mobile devices were used changed in environments when many learners were in circumstances where they could not leave their homes, but at the same time, mobile device use has remained relatively constant before and during the pandemic, and this allows predictions about how they will continue to be used in the future. Making the most of learning through mobile learning is dependent upon understanding the expectations of teachers, learners, and administrators, and to capitalise upon the affordances of the device, the learning ecology, and the short-term and long-term goals of the learners. This presentation explores how mobile learning can play a role both inside and outside of the classroom, and the impact that it may have on both formal and informal learning opportunities. It includes a discussion of the shifting roles of teachers and learners, and the implications for designing content, delivery, and assessment. The presentation will conclude with a discussion of some principles of designing for teaching and learning with mobile devices that make the most of the environment and will consider relevant implications for teacher and learner training.

### **Publishing Your Academic Research**

### **Workshop**

Disseminating research is a central part of an academic’s career, and there are increasing pressures to publish in high-impact journals in order to meet expectations for getting a job or going for promotion. At the same time, it is becoming ever more difficult to make decisions about

which journals to publish in and to put together manuscripts for these competitive journals. The purpose of the workshop is to help participants to understand the academic review process of high-impact journals, and to not fall into common mistakes which may result in good academic research not being published. The presenter will explain what editors of high-impact journals are looking for, and will provide guidance in how to prepare a manuscript for publication. Key issues such as title selection, choosing what literature to include or omit, designing a methodology, and putting together a meaningful discussion are explored in the workshop, and time-permitting, participants are requested to consider their own research in progress. In addition to academic journal articles, participants will also be provided with suggestions about how to publish an academic book, which is also considered a requirement for promotion to senior positions in many institutions around the world. The differences between a dissertation, a journal article, and a book are described, and participants can reflect on recently emerging key topics such as open access publishing and predatory publishers. From the presenter's experience as editor of multiple high-impact journals, author of five books, and editor of a book series, he hopes to provide the participants with the tools to ensure their work is published effectively.

### **Chen, Chao-ming, Chilee University of Technology**

#### **以素養導向的 EMI 雙語教育模式：如何與學生進行連結**

**Paper**

台灣的雙語教育正在公立學校如火如荼擴展，然而對於雙語教育的本質，確充滿爭議，到底是語言導向或學科導向，從 CLIL 到 EMI，各有不同的論點與教學策略，本文主要探討 EMI 課程中的教學策略：如何與學生進行連結、讓學生參與學習活動。

過去的文獻探討，認為知識建構及能力獲得，建構在語言的基礎上，然後近年來不少腦神經科學研究，印證能力與知識轉移，在經驗體會中更能近延續其學習效果。在雙語教育中，採取以英語授課的模式中，學生在單字語彙不足的狀況下，如何吸收知識、如何習得能力，考驗老師的教學能力。不少研究指出，雙語教育的關鍵點在於教師的教學能力，如何與學生進行學習連結，如何透過動手做、鷹架理論、語言控制及有效的教室管理，才是 EMI 課程的教學策略，本文將以實例探討這些教學策略與教學能力的實際運用，如何帶起台灣的雙語教室。

### **Lan, Yu-ju (藍玉如), National Taiwan Normal University**

#### **Research Trends in VR for Language Learning**

**Paper**

Virtual Reality (VR) combines network connectivity and multimedia information, and provides users with a virtual yet real environment in which they can experience what they can do in the real world. VR can be classified according to different perspectives. It can be immersive and non-immersive according to the device used and users' views (the first or the third person's view) (Robertson, Card, & Mackinlay, 1993), or game- and socially-based in terms of its function (Papagiannidis, Bourlakis, & Li, 2008). VR does not only attract the attention of the information and technology industry, especially the consumer virtual reality hardware market, but also that of educators. It provides an interactive environment allowing language learners to socially interact with others from different areas of the world. According to the existing literature, learners' motivation is improved when they are immersed in VR to carry out language tasks. The multimodal

and authentic contexts created by VR also provide FL learners with additional links in their brains, thereby enhancing the retrieval of learned knowledge and improving their learning outcomes. As argued by Lan (2020a, 2020b), the three main features of 3D virtual reality, i.e. immersion, interaction, and imagination, can fulfill the three key elements of successful FL acquisition, i.e. the sense of reality, social interaction, and learners' active participation, if innovative instructions are provided. The review of the existing literature on VR for language learning shows that the various VR applications in language education can be roughly classified into four categories based on different pedagogical purposes. First, VR is used to expand learners' visual experience. It allows users to visit places that they cannot visit physically in the real world and enhances L2 learners' visual experiences, particularly in immersive VR contexts, such as attending a 17<sup>th</sup>-century drama play in Shakespeare's time, observing creatures under the sea, and walking in outer space, the ones unlikely to be experienced in the real world. Second, VR can create a joyful learning climate. VR games—regardless of with or without a headset or motion-capture technology—are the mainstream application of the VR industry. They can potentially provide L2 learners with extramural communities of practice in their target languages causing low anxiety. Third, VR helps establish social networking among learners. Immersing learners in social VR allows them to not only explore the environment but also make friends in different areas around the world. The opportunity for social interaction among learners enhances L2 acquisition. Fourth, VR can provide learners with an opportunity to have hands-on experience, including manipulating virtual objects, going through a simulation, and making creations.

The talk will introduce some empirical studies of using VR for FL learning. The new research trends in VR for language learning mentioned in Lan (2020a) will be discussed to conclude the talk.

**Huei-Chun Teng (鄧慧君) & Yi-Hsuan Hsu, National Taiwan University of Science and Technology**

**Investigation of Strategy Use for TOEFL Speaking Test**

**Paper**

The purpose of the study is to investigate the use of speaking strategies for TOEFL speaking test by Taiwanese university students. The research questions in the study are: (1) What are the speaking strategies used by Taiwanese university students when taking TOEFL speaking test? (2) Are there any significant differences between proficient and less proficient students in their use of speaking strategies? (3) Are there any significant differences between male and female university students in their use of speaking strategies? (4) What are Taiwanese university students' perspectives of their strategies for taking TOEFL speaking test? A total of 132 undergraduate students from various universities in Taiwan participated in this study. The present research adopted two instruments. The main instrument was a questionnaire designed mainly based on Swain et al. (2009), Yi (2012), and Barkaoui et al. (2013). The questionnaire includes five categories of 46 items which ask the participants to report whether they use certain speaking strategies in TOEFL speaking test. The other instrument was an interview guide used to explore participants' speaking strategy use and their personal opinions on TOEFL speaking test. Findings of the current study demonstrated that metacognitive strategies were used most frequently among the five strategy categories.

Moreover, results showed that there were no significant differences between proficient and less proficient students in overall strategy use. On the other hand, there were significant differences between male and female students and male students used most of the speaking strategies more frequently than female students did. Finally, the results of the present study are expected to provide Taiwanese university students a better understanding of their own EFL speaking strategy use and further highlight the importance of TOEFL speaking strategy instruction. Key words: TOEFL speaking test, speaking strategies, strategy use.

**YouYu-ling (游毓玲), National Changhua University of Education**

### **Multimodal Composing in EFL Writing Classrooms**

**Paper**

In this digital era, linguistic form is not the only semiotic resource that can be employed to form and convey meanings. Instead, we are surrounded by multimodal texts or artifacts that are composed of multiple modes of semiotic resources in our daily lives in and out of classrooms. Thus, educators are emphasizing the importance of cultivating learners' digital literacies and promoting the needs of developing learners' abilities in composing multimodal texts in the 21st century. Multimodal texts, which are composed by combining multiple modes of semiotic resources, are considered a new genre since their contents are formed by different modes, which all contribute to the meaning making of the multimodal texts. In multimodal texts, in addition to texts formed of linguistic alphabets, different types of semiotic resources including images, photos, videos, gestures, speeches etc. are integrated together to form the multimodal texts. Another reason that multimodal texts are considered a new genre is that multimodal texts are often multimodally composed in online contexts and so researchers argue authors tend to interact with their audience in different ways in multimodal texts. This study thus examines the citations and multimodal embeds, and linguistic features including reporting verbs, signaling forms, meta-discourse features for stance and engagement, in the multimodal texts composed multimodally by graduate students and collected on the online learning platform of CG Scholar. The four research questions addressed in this study include (1) to investigate what types of citation and multimodal embeds authors integrate and their frequencies in multimodal texts; (2) to examine the signaling forms/structures, in addition to reporting verbs, which are employed to introduce and integrate citations and multimodal embeds; (3) to explore the potential rhetorical purposes multimodal embeds are used to convey; and (4) to investigate what stance authors take and what engagement features they adopt to interact with their audience when they compose multimodal texts in an online social context.

This research is considered of great significance in that the findings can both assist researchers to further understand how multimodal texts are composed and explore the issue of meaning making in them, and provide educator with insightful suggestions in promoting multimodal composing and cultivating learners' digital literacies in this digital era.