The 16th Conference of Pan-Pacific Association of Applied Linguistics
Conference Program

Co-organized by
Centre for Enhancing English Learning and Teaching at The Chinese University of Hong Kong
and
Hong Kong Educational Research Association

8th – 10th August, 2011
The Chinese University of Hong Kong

Local co-chairs
Joseph Hung (The Chinese University of Hong Kong, Hong Kong)
Barley Mak (The Chinese University of Hong Kong, Hong Kong)

Steering committee
Michiko Nakano (Waseda University, Japan)
Norifumi Ueda (Komazawa University, Japan)
Yusuke Kondo (Waseda University, Japan)
Ho Han (Ajou University, Korea)
Bok-Myung Chang (Namseoul University, Korea)
Hikyoung Lee (Korea University, Korea)
PAAL Japan
Koichi Ano (Bunkyo University)
Kazuharu Owada (Tokyo College of Music)
Junko Negishi (Waseda University)
Masanori Oya (Mejiro University)
Eiichiro Tsutsui (Hiroshima International University)
Kota Wachi (Shiba Junior/Senior High School)
Satoshi Yoshida (Waseda University)
Preface

We feel highly honored that we can hold the 16th Conference of Pan-Pacific Association of Applied Linguistics in Chinese University of Hong Kong. Our Conference in 2011 is jointly organized by Centre for Enhancing English Learning and Teaching at The Chinese University of Hong Kong and Hong Kong Educational Research Association. We are very grateful to Professor Joseph Hung, Professor Barley Mak and Ms Mandy Hui, The Chinese University of Hong Kong who have made every possible effort in dealing with various practical local issues to make this conference successful and memorable. I am sure that you feel welcomed by their hospitality.

The theme of the conference is ‘Applied Linguistics and English Language Teaching: Asia-Pacific Perspective’ which can cover any controversial topics in our profession. We have received more than 140 papers. We had a screening meeting on the 14th of May. The acceptance notifications were immediately sent by Dr Yusuke Kondo, Waseda University. This year, the length of Proceeding papers was double-columned 4-8 pages, which stands for 8-12 pages in the standard format. The deadline for the Proceeding papers was on the 30th of June. Dr Kondo has set up the Website and edited the Proceeding papers in July. This year, we decided to print the conference program alone and the proceeding papers will be distributed in the digital format on the registration desk.

It is our great honor to receive Professor Anthony Green, University of Bedfordshire, Professor Yan Jin, Shanghai Jiaotong University, and Professor Christian M. I. M. Mathiessen, The Hong Kong Polytechnique University as the Keynote speakers for this conference. Professor Green is a well known researcher in Wash- back effects and Performance Testing based on Common European Framework of Reference for Languages. Professor Yan Jin is a leading scholar on Testing in China. Professor Mathiessen is a successor of M. A. K. Halliday, systemic grammar and genre analysis. Although their research achievements are outstanding and too busy to spend time with us, they are kind enough to share their recent research findings with us.

The 16th Conference of PAAL is funded in part by Grant-in-Aid for Scientific Research (B) 20320085, and Waseda University Grant for Special Research Projects (2011B-051) for printing of this proceedings, travel fees, accommodation and honorarium for Keynote Professors. Since due to the space, the acknowledgements were omitted in our papers, we would like to acknowledge that researches among graduate students and former graduate students at Japan-side of PAAL (specifically at Waseda) were made possible by Grant-in-Aid for Scientific Research (B) 20320085.

Finally, as a convention chair, we would like to thank our organizing committee members:
Yusuke Kondo, Norifumi Ueda, Eiichiro Tsutsui, Kazuharu Owada, Kota Wachi, Masanori Oya, Junko Negishi and Satoshi Yoshida.

Michiko Nakano, Waseda University
Ho Han, Ajou University
# Day 1: 8th, August

<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30- 9:00</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00- 9:30</td>
<td>Opening Ceremony (Lecture Theater 1)</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>Keynote I: Dr. Anthony Green (Lecture Theater 1)</td>
</tr>
<tr>
<td><strong>Room 202</strong></td>
<td>Session 1A: 1A-1, 1A-2, 1A-3</td>
</tr>
<tr>
<td><strong>Room 205</strong></td>
<td>Session 1B: 1B-1, 1B-2, 1B-3</td>
</tr>
<tr>
<td><strong>Room 206</strong></td>
<td>Graduate Session I (10:40-12:40)</td>
</tr>
<tr>
<td>10:40-12:10</td>
<td>Break</td>
</tr>
<tr>
<td>12:10-13:30</td>
<td>Session 1D: 1D-1, 1D-2, 1D-3</td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Session 1E: 1E-1, 1E-2, 1E-3</td>
</tr>
<tr>
<td>15:00-15:30</td>
<td>Session 1F: 1F-1, 1F-2, 1F-3</td>
</tr>
<tr>
<td>15:30-17:00</td>
<td>Break</td>
</tr>
<tr>
<td>17:15-18:15</td>
<td>Evening Seminar (Lecture Theater 1)</td>
</tr>
</tbody>
</table>

**Notes:**
- Session 1A and Session 1B share the same time slot.
- Graduate Session I takes place during the overlap of Session 1A and Session 1B.
- Poster Session I takes place during the overlap of Session 1D and Session 1E.
### Day 2: 9th, August

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 202</th>
<th>Room 205</th>
<th>Room 206</th>
<th>Foyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:30</td>
<td>Session 2A</td>
<td>Session 2B</td>
<td>Graduate</td>
<td>Session II (9:00-11:00)</td>
</tr>
<tr>
<td></td>
<td>2A-1</td>
<td>2B-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2A-2</td>
<td>2B-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2A-3</td>
<td>2B-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Keynote II: Prof. Yan Jin (Lecture Theater 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-13:30</td>
<td>Break (Board Meeting)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Session 2D</td>
<td>Session 2E</td>
<td></td>
<td>Poster Session II (14:00-16:00)</td>
</tr>
<tr>
<td></td>
<td>2D-1</td>
<td>2E-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2D-2</td>
<td>2E-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2D-3</td>
<td>2E-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00-15:30</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:30-17:00</td>
<td>Session 2H</td>
<td>Session 2J</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2H-1</td>
<td>2J-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2H-2</td>
<td>2J-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2H-3</td>
<td>2J-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18:00-</td>
<td></td>
<td></td>
<td></td>
<td>Banquet</td>
</tr>
</tbody>
</table>

---
### Day 3: 10th, August

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 202</th>
<th>Room 206</th>
<th>Room 304</th>
<th>Foyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Session 3A</td>
<td>Session 3B</td>
<td>Graduate Session III (9:00-10:30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3A-1</td>
<td>3B-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3A-2</td>
<td>3B-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Keynote III: Prof. Christian M.I.M. Matthiessen (Lecture Theater 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-13:30</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:30-15:00</td>
<td>Session 3D</td>
<td>Session 3E</td>
<td>Undergraduate Session (13:00-15:00)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3D-1</td>
<td>3E-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3D-2</td>
<td>3E-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3D-3</td>
<td>3E-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00-15:30</td>
<td>Closing Address (Lecture Theater 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 1: 8th, August

Opening Ceremony (Lecture Theater 1: 9:00-9:30)
Moderator: Prof. Barley S.Y. Mak (The Chinese University of Hong Kong)
Prof. Ho Han (Ajou University)
Prof. Alvin Leung (Dean of Education, The Chinese University of Hong Kong)
Prof. Joseph Hung (The Chinese University of Hong Kong)

Keynote speech I (Lecture Theater 1: 9:30-10:30)
From Common European Framework to Classroom Application: the English Profile solution
Dr. Anthony Green
Reader in Language Assessment, CRELLA, University of Bedfordshire

Session 1A (Rm. 202: 10:40-12:10)
1A-1  Korean Primary Students Perception of English Vocabulary in their English Textbook
Unkyoung Maneg
1A-2  Effect of Post-task Activity on Writing Performance
Hsiao-fang Cheng
1A-3  The Roles of Prosodic Sensitivity and Phonological Awareness in Second Language Learners’ Reading Development
Hsueh Chu Chen and Qian Wang

Session 1B (Rm. 205: 10:40-12:10)
1B-1  Academic Writing and its Development
Peter Carter
1B-2  Exploring formative feedback use in an EFL university setting
Charles J. Anderson
1B-3  Gender and Usage of Discourse Markers in Spoken Korean
Hyeyoung Kim and Beommo Kang

Graduate session I (Rm. 206: 10:40-12:40)
G1-1  Using Corpora in Autonomous Study of English Vocabulary: A Case Study of STORM
ZUO Qingzhao
G1-2  Cross-Cultural Distance Learning (CCDL) and its possible effectiveness on learners’ development of Intercultural Competence
Koizumi
G1-3  “Why did I speak English to the cat?”: The Impact of An Immersion Experience on The English Language Development of Preservice PGDE (English) Teachers in Hong Kong
Wai-nga Gloria Chan
G1-4  A Survey of Learners’ Preferences about Teacher’s Feedback on Writing
Yutaka Ishii

Session 1D (Rm. 202: 13:30-15:00)
1D-1  The Effect of Free Voluntary Reading on College English Reading Class in Korea
Hyung-Ji Chang
1D-2  Foreign and Local Textbooks Evaluation in the Exam-oriented Environment at Private Colleges in China
Gong Ming
1D-3  Teacher language awareness: insights from vocabulary knowledge profiles and individual teaching philosophies
Arthur McNeill

Session 1E (Rm. 205: 13:30-15:00)
1E-1  Vocabulary Learning and Teaching Beliefs of Pre-service and In-service Teachers in Hong Kong and Mainland China: A comparative study
Qing Ma, Angel
1E-2  Differential Effects of two types of written corrective feedback (i.e. Direct focused and direct unfocused) on the accurate use of grammatical forms by teenage HK ESL learners
Jing Xu
1E-3  How do EFL university writers collaborate in group work? A comparison of skilled and unskilled writers
Cheryl Wei-yu Chen

Session 1F (Rm. 206: 13:30-15:00)
1F-1  The Acquisition of English Dative Constructions by Korean EFL Children
Soyeon Kang
1F-2  The L2 acquisition of Chinese relative clauses-The implicative power of the NPAH
Yi Xu
1F-3  Does vowel quality really matter?
Yusuke Kondo, Aya Kitagawa and Michiko Nakano

Poster Session I (Foyer: 14:00-16:00)
P-1  A Path to developing oral proficiency: speaking rate, silent pauses and fillers
Aya Kitagawa, Akiko Watanabe and Hideyuki Kumaki
P-2  Individual Difference in Intellectual Development from Vygotsky’s Sociocultural Perspective
Wakako Kobayashi
<table>
<thead>
<tr>
<th>P-3</th>
<th>How to prepare for an English Guidebook for Teaching English thru English in S. Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mun Koo Kang</td>
</tr>
<tr>
<td>P-4</td>
<td>The Origin and Development of Asian Englishes</td>
</tr>
<tr>
<td></td>
<td>Bok-Myung, Chang</td>
</tr>
<tr>
<td>P-5</td>
<td>Gender difference in medical students’ English competence</td>
</tr>
<tr>
<td></td>
<td>Eunpyo Lee</td>
</tr>
<tr>
<td>P-6</td>
<td>Association between English Learning Motivation and Language Proficiency by College Students in an EFL Context</td>
</tr>
<tr>
<td></td>
<td>Eun-Mi Yang</td>
</tr>
<tr>
<td>P-7</td>
<td>Preferences in ambiguity resolution of relative clauses</td>
</tr>
<tr>
<td></td>
<td>Ho Han</td>
</tr>
<tr>
<td>P-8</td>
<td>Acquisition through meaning negotiation, non-negotiated input and non-negotiated output in the Web-chat context</td>
</tr>
<tr>
<td></td>
<td>Hye-ryeong Hahn</td>
</tr>
<tr>
<td>P-9</td>
<td>Measurement of Accuracy in Group Oral Interaction</td>
</tr>
<tr>
<td></td>
<td>Junko Negishi</td>
</tr>
<tr>
<td>P-10</td>
<td>Inhibition or compensation: the role of lower level processing in FL reading and incidental vocabulary learning?</td>
</tr>
<tr>
<td></td>
<td>Feifei Han</td>
</tr>
<tr>
<td>P-11</td>
<td>Investigation of the Relationship between Gender, Field of Study, and Critical Thinking Skill: the Case of Iranian Students</td>
</tr>
<tr>
<td></td>
<td>Mohammad Aliakbari and Akram Sadeghdaghighi</td>
</tr>
<tr>
<td>P-12</td>
<td>Online Self-learning System for ESP Specializing in the Field of Intellectual Property Business</td>
</tr>
<tr>
<td></td>
<td>Yuya Koga</td>
</tr>
<tr>
<td>P-13</td>
<td>Average Dependency Distance as a Measure for Sentence Complexity</td>
</tr>
<tr>
<td></td>
<td>Masanori Oya</td>
</tr>
<tr>
<td>P-14</td>
<td>Creating Learning Space to Supplement the English Curriculum</td>
</tr>
<tr>
<td></td>
<td>Takako Machimura, Ayumi Wakasa and Kouichi Ano</td>
</tr>
<tr>
<td>P-15</td>
<td>The Effects of Classroom Oral Practice on Adolescent Novice Japanese EFL Learners’ Grammatical Proficiency</td>
</tr>
<tr>
<td></td>
<td>Matsusaka Nobuhiko and Horiguchi Kanji</td>
</tr>
</tbody>
</table>

**Session 1G (Rm. 202: 15:30-17:00)**

1G-1 Scaffolding children to read English picture storybooks

1G-2 Evaluation of TLT software program

1G-3 Asynchronous Written Online Interaction among Non-native Speakers of English

Chiou-hui Chou

Rieko Matsuoka

Hikyoung Lee and Kazuharu Owada
Session 1H (Rm. 205: 15:30-17:00)
1H-1  Students’ Perceptions of TOEIC Classes Taught by Native English Teachers  
       Myeong-Hee Seong and Katie Mae Klemsen
1H-2  Breathing life into an economics course: Reinvigorating “the dismal science”  
       Anthony Cripps
1H-3  A Comparative Analysis of English Textbooks in China, Japan and Thailand: A Focus on  
       Wh-interrogative Questions  
       Koji Uenishi and Masaki Akase

Session 1J (Rm. 206: 15:30-17:00)
1J-1  L1 Acquisition of Binding Principles A and B in Korean  
       Saeromi Kim and Seok-Hoon You
1J-2  Lemmatic Transfer in the Second Language Acquisition of English Prepositions  
       Bong, Hyun Kyung Miki
1J-3  Sino-Japanese effect in the acquisition of Korean language by Japanese native learners  
       Miki Makino and Seok-Hoon, You

Evening Seminar (Lecture Theater 1: 17:15-18:15)
Assessment of C1 and C2 users of Asian University students: Whether Asian judgments  
       can correspond to native speakers’ judgments  
       Prof. Anthony Green, Michiko Nakano, and Yusuke Kondo
Day 2: 9th, August

Session 2A (Rm. 202: 9:00-10:30)

2A-1 A Language Awareness Approach to English Language Teaching in Joint Programs in China
   Yi Lin

2A-2 A Protocol Discussion for an Enhanced Team Discussion in the Language Classes
   Seok-Hoon You and Sarah Yoon

2A-3 Views from the bridge: Evaluating a short-term study abroad programme
   Anthony Cripps

Session 2B (Rm. 205: 9:00-10:30)

2B-1 An Investigation of the Use of Linking by Chinese EFL Learners
   Yanyan Zhang

2B-2 The Markedness theories and the relationship between /n/ and /l/ in the English syllable of Cantonese speakers
   Yuk-Nui Aouda AU

2B-3 A Study of Chinese EFL Learners’ Acquisition of English Fricatives
   Xiao Jing and Zhang Yanyan

Graduate Session II (Rm. 206: 9:00-11:00)

G2-1 Self, Peer and Teacher Evaluation in English Speech of Senior High School of Students
   Yoko Suganuma Oi

G2-2 Subcategorization of Recasts: Examining different features
   Yoko Asari

G2-3 Phonological Features of China English: An Acoustic Investigation on Segmental Features of Educated China English Speakers
   Wang Qian

G2-4 Foreign Language Activity at Elementary School
   Hayato Iida

Keynote speech II (Lecture Theater 2: 11:00-12:00)

   Fundamental Concerns in High-Stakes Language Testing: The Case of the College English Test
   Prof. Yan Jin
   Director of the National College English Testing Committee, Higher Education Department, Ministry of Education
   Professor of Applied Linguistics, School of Foreign Languages, Shanghai Jiao Tong University
Session 2D (Rm. 202: 13:30-15:00)

2D-1 Social-Cognitive Dimensions of L2 Peer Revision
Kong Ying Yuk Amy

2D-2 “Why do we need to learn English in Taiwan?” English language ideologies in a country seeking internationalization
Minhui Lu

2D-3 Chinese as a Heritage Language in the Japanese Context: Perceptions, Attitudes and Challenges
Enid Lee

Session 2E (Rm. 205: 13:30-15:00)

2E-1 Scoring Second Language Speaking Performance: Exactness or Fuzziness?
Tan Jin, Barley Mak and Li Liu

2E-2 Differences in raters’ severity, consistency and biased interactions between trained and untrained raters in the context of a task-based writing performance test
Yoshihito Sugita

2E-3 Anchoring writing scores with candidates’ performances: IELTS and TOEFL perspectives
Li Liu, Barley Mak and Tan Jin

Poster Session II (Foyer: 14:00-16:00)

Q-1 The Common Features Among ‘Japanese Englishes’
Nozomi Kato

Q-2 Grammatical and ungrammatical uses of intransitive verbs in essays written by Japanese learners of English: A large-scale corpus analysis
Kazuharu Owada, Hajime Tsubaki, Eiichiro Tsutsumi and Victoria Muehleisen

Q-3 A Pilot Study on Strategies for Reading -From the Viewpoint of Remedial Teaching
Yuko Tominaga

Q-4 Differences in Effects of Student Major on Affective Components of Language Learning
Tomoka Noguchi and Nami Iwaki

Q-5 A reanalysis: a developmental study of intransitive verbs, transitive verbs, ditransitive verbs and logical subjects in Xcomps among Japanese learners of English based on Item Response Theory (IRT) and Latent Rank Theory (LRT)
Michiko Nakano, Naoki Sugino, Kojiro Shojima, Kenichi Yamakawa, Hiromasa Ohba and Yuko Shimizu

Q-6 An Experimental Study of Critical Reading and Writing Program: an analysis of pre-task and post-task
Michiko Nakano and Satoshi Yoshida
Q-7  Genred-Based Instruction and the Development of Expository Writing in English
      Hyesook Park

Q-8  A Pilot Study on the Relationship between Learning Climate in English Classroom and
      Students' Motivation toward the Classroom Activities
      Satoshi Yoshida and Michiko Nakano

Q-9  University-level English Curriculum for High School Students in Korea
      Myeong-Hee Seong

Q-10 Suggestions for the College Intensive English Camp Program
      Myeong-Hee Seong

Q-11 Giving a wide variety support to online EFL learners
      Eiichiro Tsutsui, Kazuharu Owada, Norifumi Ueda, and Michiko Nakano

Q-12 A case study of developmental process in L2 vocabulary acquisition: Image schema,
      inference and integration of concepts in the mental lexicon
      Norifumi Ueda

Q-13 A case study of developing a vocabulary testing (2): A progressive report
      Norifumi Ueda, Kazuharu Owada, Eiichiro Tsutsui, Yusuke Kondo, Masanori Oya, and
      Michiko Nakano

Q-14 An Analysis on How Derivation Inferences Instruction Affects Acquisition of
      Polysemous Senses of Words of Japanese Learners of English
      Noriko Aotani, Naoki Sugino, Taichi Kameyama, and Yuya Koga

Session 2H (Rm. 205: 15:30-17:00)

2H-1  Literacy Coaching in an EFL Context: Is it Possible in Taiwan Public Schools?
      Judy Yu-Li Hsu

2H-2  Collecting student perceptions of feedback through interviews
      Marie-Emilie Masson

2H-3  Students’ Perceptions of TOEIC Classes Taught by Native English Teachers
      Myeong-Hee Seong and Katie Mae Klemsen

Session 2J (Rm. 206: 15:30-17:00)

2J-1  Chinese Students’ Learning Anxieties and Fears: Personal Stories of Learning Strategies
      in the Semi-functional English Language Environment
      Lixing Chen

2J-2  Variation of learning Styles among Iranian EFL Learners: Effects of Culture, Language
      Background and Gender
      Mohammad Aliakbari and Nasrin Soltani

2J-3  An Analysis of English Learning Agendas. Private college students in China as the new
      and more pragmatic type of English Learners
      Xu Lin
Day 3: 10th, August

Session 3A (Rm. 202: 9:00-10:00)
3A-1  A Practical Program for Teaching English to Children
      Naomi Kakihara
3A-2  Reading for Translation: How University Students’ Reading Stances Interact with Translating Process
      Yihsuan Lin

Session 3B (Rm. 206: 9:00-10:00)
3B-1  The use of Symbolic Words in Korean Newspapers
      Hye-min Jo and Beom-mo Kang
3B-2  Textual Analysis of Chinese College Students’ Typical Problems in English Argumentative Writing
      Igor Smerdov

Graduate Session III (Rm. 304: 9:00-10:30)
G3-1  The Effectiveness of Integrated Teaching upon English Teaching in Japan
      Ryo Niijima
G3-2  Developing speaking skills with games: Towards a co-operative learning approach
      Eunice Kit-Lam Tang
G3-3  A Study of Implicit Teaching and Explicit Teaching of the Usage of “Please”
      Saho Maeda

Keynote speech III (Lecture Theatre 1: 11:00-12:00)
t.b.a
      Prof. Christian M.I.M. Matthiessen
      Chair Professor and Head, Department of English, Hong Kong Polytechnic University

Undergraduate Session (Rm. 304: 13:00-15:00)
U-1  Teachers’ Behaviors That Motivate Students in English Classes
      Mai Hasegawa, Megumi Hosokawa, Narumi Takenaka, Nozomi Kuga,
      Ruka Hamano, and Yuka Ebisawa
U-2  The Gap between the Course of Study and the Present Situation at Senior High School English in Japan English Education in Japan
      Akane Ono, Chinatsu Aihara, Mio Takahashi, Yuka Mizuno, Daichi Sakamoto, and
      Saki Shirasawa
Session 3D (Rm. 202: 13:30-15:00)
3D-1 Relations among Motivation, Reading Amount, Awareness of Strategy Use and Achievement in Foreign Language Reading
Feifei Han
3D-2 Mainland Chinese English Learners’ Biographies: Successful Strategies and Failure Patterns
Jinlan Xu
3D-3 A survey on language attitudes: What are the implications for English language teaching?
Anita Y.K. Poon

Session 3E (Rm. 206: 13:30-15:00)
3E-1 Study on dual classifiers ‘shuang’ and ‘dui’ in Chinese by image schema
WANG Xia-yue
3E-2 Processing Passive Sentences in Mandarin Chinese
Po-Ting Chen
3E-3 SVIO NP Determiners’ Acquisition in L2 Mandarin Chinese of L1 Korean
Wu Tong

Closing Ceremony (Lecture Theater 1: 15:00-15:30)
Moderator: Prof. Koichi Ano (Bunkyo University)
Prof. Barley S.Y. Mak (The Chinese University of Hong Kong)
Prof. Michiko Nakano (Waseda University)