The 19th Conference of Pan-Pacific Association of Applied Linguistics
Conference Program

17th-19th, August, 2014
Waseda University

17 July 2014
# Timetable

## Day 1: 17th, August

<table>
<thead>
<tr>
<th>Time</th>
<th>Session A</th>
<th>Session B</th>
<th>Room XXX</th>
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<tr>
<td>10:00-10:30</td>
<td>Registration</td>
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<td>10:30-11:00</td>
<td>Opening Ceremony (Room XXX)</td>
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<td>11:00-12:00</td>
<td>Keynote I: Prof. Moongee Jeon (Room XXX)</td>
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<td>12:00-13:30</td>
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<td>13:30-15:00</td>
<td>Session A</td>
<td>Session B</td>
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<td>Graduate Session I</td>
<td>(13:30-15:30)</td>
<td>Poster Session I</td>
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<td>15:00-15:45</td>
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<td>15:45-16:45</td>
<td>Workshop: Prof. Yasuyo Sawaki (Room XXX)</td>
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## Day 2: 18th, August

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<th>Time</th>
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<tr>
<td>10:00-11:30</td>
<td>Session C</td>
<td>Session D</td>
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<td>Graduate Session II</td>
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<td>13:30-15:00</td>
<td>Session E</td>
<td>Session F</td>
<td>Session H</td>
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<td>Poster Session II</td>
<td>Q-1-15</td>
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<td>15:45-16:45</td>
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### Day 3: 19th, August

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<td>10:00-11:30</td>
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<td>Graduate Session III</td>
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<td>14:30-15:00</td>
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Day 1: 17th of August

Keynote speech I
Session A
Session B
Graduate Session I
Poster Session I
Workshop
Day 1: 17th of August

Keynote Speech I (11:00-12:00)
English Text and Discourse Analysis with New Computer Technologies
Professor Moongee Jeon (Konkuk University, Korea)

Session A (13:30-15:00)
A-1
WA in Japanese Global Business Discourse: An Organizational Ethnography
Yoichi Sato

A-2
The Juxtaposition of the Sentence Final Particle Ne With Emoticons in Online Japanese Discourse
Barry Kavanagh

A-3
Cross-Cultural Awareness: A Content-Based Curriculum for Taiwanese College EFL Learners
Chia Chieh Renee Lin and Hsiao-Fang Cheng

Session B (13:30-15:00)
B-1
Teaching English as a Global Language and High School Textbooks in East Asia
Katsura Yuasa

B-2
Japanese Fillers in English Foreigner Talk: Forms and Functions
Enid Lee

B-3
Acquiring Relevant Cultural Knowledge Through Cross-Cultural Interaction
Kazuharu Owada and Hikyoung Lee

Graduate Session I (13:30-15:30)
G-1
The Analysis of Sound Impression in Korean Compare With English
Jinhoon Yoo

G-2
Contrast Analysis Between [lm] in Korean and in English
Da Eun Llim

G-3
Detecting Writer’s Stance in Academic Reading—An Investigation of Reading Comprehension Tests in GRE® and TOEFL®
Tzu-Chun Yen and David Wible
G-4
An Investigation into the Notion of Error Type in Focused Feedback Effectiveness
Chian-Wen Kao and David Wible

Poster Session I (13:30-15:30)
P-1
A Study on a Vocabulary Learning System Based on Vocabulary Test Scores
Norifumi Ueda, Eiitiro Tsutsui, and Kazuharu Owada

P-2
A Case Study of Developmental Process in Acquiring English Prepositions by Japanese Learners of English
Norifumi Ueda

P-3
How do reading components relate to eye movements during online sentence reading among second language readers?
Chi Yui Leung and Lisa Yoshikawa

P-4
Rethinking Accuracy -From the Perspective of the Definition and Construct-
Yutaka Ishii

P-5
A Case Study of CCDL and High School L2 Learners' Intercultural Communicative Competence and Motivation to English Learning
Aiko Koyama

P-6
Characteristics of English Consonants Produced by Japanese Learners
Aya Kitagawa

P-7
‘We are a new generation’: Comparing Students’ Perceptions of CLIL at University in Spanish and in Japan
Keiko Tsuchiya

P-8
A Study of Diagnosing the Depth of Vocabulary Knowledge
Eiichiro Tsutsui, Norifumi Ueda, and Kazuharu Owada

P-9
Comparison of Kanji Recognition by JSL Learners From Non-Chinese Character Culture Areas, Chinese, and Japanese
Yoko Okita

P-10
University Students' Perceptions of an Activity-Based Drama Course
Myeong-Hee Seong
P-11
English Language Learning through NNS-NNS Interaction Within CMC Environment
Bok-Myung Chang

P-12
Facilitating TOEIC Listening Comprehension Through Intercultural Understanding
Hyung-ji Chang

P-13
Exploring Error Patterns in L2 Spoken English With Data Mining Techniques
Yuichiro Kobayashi

P-14
A Survey of English Academic Writing Textbooks
Sayako Maswana

Workshop (15:45-16:45)
t.b.a
Yasuyo Sawaki (Waseda University, Japan)
Day 2: 18th of August

Session C
Session D
Graduate Session II
Session E
Session F
Poster Session H
Poster Session II
Keynote Speech II
Day 2: 18th of August

Session C (10:00-11:30)

C-1
Scaffolding an Afterschool Program that Works Through Distance Learning
Sweet Feng

C-2
Cross-Cultural Distance Learning with Blended Learning Model in a Foreign Language Class—Using Mix Methods to Analyze Learning Outcomes and Learners’ Experiences—
Satoko Sugie and Makoto Mitsugi

C-3
Development of an Interactive Digital Textbook for Japanese EFL Learners
Satoshi Yoshida, Guillermo Enriquez, and Michiko Nakano

Session D (10:00-11:30)

D-1
Effects of Native English Speaking Teachers on Summer Camps in Korea
Eunhee Han

D-2
Energising the ESL Professional Learning Community in Guangdong through the Hong Kong In-service Programme for Guangdong English Teachers
Barley Mak

D-3
An Examination of the Authenticity of English Learning Materials for Taiwanese Nursing Students
Yi-Ling Lu

Graduate Session II (10:00-11:30)

G-5
The Effect of Shadowing on Acquiring English Rhythm
Mayuko Shigemasa

G-6
The Treatment of Basic Verbs in Senior High School English Textbooks in Japan
Kenta Fuji

G-7
A Pilot Study for the Validity of Debate-oriented Activities for ESL High School Students (1)
Kana Matsumura
Session E (13:30-15:00)
E-1
Realization of Ideal Curriculum into Formal Curriculum in EFL Textbooks
Hsi-nan Yeh and Yuh-show Cheng

E-2
English Teachers’ Perceptions of On-Line Rater Training Programs for a Task-Based Writing Performance Test
Yoshihito Sugita

E-3
Integrated-skills Speaking Assessment: Creation of a Can-do Checklist and Rubric
Kahoko Matsumoto, Yasuko Ito, Kei Miyazaki, Yuji Nakamura and Taiko Tsuchihira

Session F (13:30-15:00)
F-1
Development of Short Forms of Skill-Specific Second Language Anxiety Scales
Yuh-show Cheng and Hsi-nan Yeh

F-2
Language Learning Motivation and Its Correlation With Appropriateness of Refusals Among Korean EFL Learners
Bohyon Chung, Sujung Min and Jongbok Lee

F-3
An Experimental Study of Chinese Students' Motivation
Liu Xiaofei

Session H (13:30-15:00)
H-1
SLA of the English Preposition 'for'
Miki H. K. Bong

H-2
Masaki Akase and Koji Uenishi

H-3
Effects of Syntactic Priming on PP-attachment Ambiguity: Perspective for Syntactically-driven Implicit Algorithmic Processing in Second Language Acquisition
Junya Fukuta, Aki Goto, Yusaku Kawaguchi, Daisuke Murota and Akari Kurita

Poster Session II (13:30-15:30)
Q-1
Effective Ways of Cooperative Learning for EFL Learners at the College Level
Jiwoo Won
Q-2
Variability in Assessment of Examinees Tested on Three Types of Oral Activity
Junko Negishi

Q-3
Development of a Readability Index Attuned to the New English Course of Study of Japan
Toshiaki Ozasa and Kiyomi Watanabe

Q-4
Creating an Online Diagnostic Feedback System for L2 Writing
Eiichiro Tsutsui

Q-5
Development for Teachers through Reflective Practice: How Novice Teachers Change
Takako Machimura

Q-6
Motivating and Maintaining Students Participation Through Charlie and the Chocolate Factory
Uma Maheswari Rajagopalan

Q-7
A Quantitative Analysis of Japanese English Textbooks
Kiyomi Watanabe

Q-8
A Review of Errors in the Journal Abstract
Eunpyo Lee

Q-9
Assessing Japanese EFL Learners’ Essays With Coh-Metrix
Satoshi Yoshida and Michiko Nakano

Q-10
Effects of Perceived Sense of Autonomy, Competence and Relatedness on the Resulting Motivational Styles Toward CMC Activities
Satoshi Yoshida and Michiko Nakano

Q-11
Review of Current Reading Strategy Instruction in Korea: A meta-analysis
Unkyoung Maeng

Q-12
Visual Effects on EFL Reading Comprehension
Hyun Sun Im

Q-13
A Corpus-Based Study of the Use of Intransitive Verbs by Japanese Learners of English
Kazuharu Owada and Victoria Muehleisen
Q-14
Japanese English Learners’ and Native English Speakers’ Preferences for Inchoative and Causative Uses of English Verbs in Context Using Animation
Kazuharu Owada, Victoria Muehleisen, and Eiichiro Tsutsui

Q-15
What Communication Strategies do Learners Use in Synchronous Computer Mediated Communication Activities?
Akiko Watanabe

Keynote Speech II (15:45-16:45)

Professor Nobuaki Minematsu (University of Tokyo, Japan)
Day 3: 19th of August

Session J
Session K
Graduate Session III
Session L
Session M
Session R
Day 3: 19th of August

Session J (10:00-11:30)

J-1
Case Study of Japanese University English Teachers’ Motivation
Rie Tsutsumi

J-2
Developing global awareness in a Chinese high school: Teacher cognition and observed classroom practices
Hongtao Jing

J-3
Investigating Willingness to Communicate in EFL Classrooms
Huei-Chun Teng

Session K (10:00-11:30)

K-1
Investigating Recast Provision in Relation to Native/Non-Native Speaker Status
Yoko Asari

K-2
Second Language Learners’ Production of English /v/ Sound
Soisithorn Isarankura

K-3
Analysis of Placement (Reading) Tests Results: Readability Statistics, Test Contents and Test Takers’ Performance
Yuji Nakamura and Adam Murray

Graduate Session III (10:00-12:00)

G-8
The Comparison Between English College Entrance Examinations of Japan and China
Hui Li

G-9
Self-Assessment of Topic Development in Written Production
Yoko Suganuma Oi

G-10
A syllabus element analysis of Japanese English textbooks
Motomu Sugita

G-11
Graphic Organizers as Aids to L2 Reading Comprehension
Yuta Kii
Session L (13:00-14:30)
L-1
‘Heads’ and ‘tails’ in spoken grammar and English language teaching
Hyun Jin Kim
L-2
Development of Grammatical Carefulness in English as a Foreign Language: A Comparison among University, High School, and Junior High School Students in Japan
Kunihiro Kusanagi, Junya Fukuta, Yusaku Kawaguchi, Yu Tamura, Aki Goto, Akari Kurita, Daisuke Murota
L-3
A trial: How collaborative learning help Kosen students get interested in English and communicating with other people?
Chizuko Mizuno

Session M (13:00-14:30)
M-1
What Elements Make Transactive Discussion Successful in a Small Group?
Akiko Watanabe
M-2
Learner Uptake in Cross-Cultural Distance Learning: Synchronous Computer-Mediated Communication among Chinese Students
Feng Jinjin and Chen Yongjie
M-3
An English-Japanese bilingual corpus-based comparison of their syntactic dependency structures
Masnori Oya

Session R (13:00-14:30)
R-1
The Combination of Oral and Silent Reading in EFL Reading Instruction
Fumihisa Fujinaga
R-2
Online Resources: Do They Really Enhance Student's Learning Outcome?
Hsiao-fang Cheng
R-3
EFL Teachers’ Perspectives on ELT Teachers’ Books
Haedong Kim