

Timetable

Day 1: 8th, August

8:30- 9:00	Registration			
9:00- 9:30	Opening Ceremony (Lecture Theater 1)			
9:30-10:30	Keynote I: Dr. Anthony Green (Lecture Theater 1)			
	Room 202	Room 205	Room 206	Foyer
10:40-12:10	Session 1A	Session 1B	Graduate Session I (10:40-12:40)	\
	1A-1	1B-1		
	1A-2	1B-2		
	1A-3	1B-3		
12:10-13:30	Break			
13:30-15:00	Session 1D	Session 1E	Session 1F	\
	1D-1	1E-1	1F-1	
	1D-2	1E-2	1F-2	
	1D-3	1E-3	1F-3	Poster Session I (14:00-16:00)
15:00-15:30	Break			
15:30-17:00	Session 1G	Session 1H	Session 1J	\
	1G-1	1H-1	1J-1	
	1G-2	1H-2	1J-2	
	1G-3	1H-3	1J-3	
17:15-18:15	Evening Seminar (Lecture Theater 1)			

Day 2: 9th, August

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

Day 3: 10th, August

	Room 202	Room 206	Room 304	Foyer
9:00-10:00	Session 3A	Session 3B	Graduate Session III (9:00-10:30)	
	3A-1 3A-2	3B-1 3B-2		
10:00-11:00	Break			
11:00-12:00	Keynote III: Prof. Christian M.I.M. Matthiessen (Lecture Theater 1)			
12:00-13:30	Break			
13:30-15:00	Session 3D	Session 3E	Undergraduate Session (13:00-15:00)	
	3D-1	3E-1		
	3D-2 3D-3	3E-2 3E-3		
15:00-15:30	Closing Address (Lecture Theater 1)			

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
Kaori 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

- P-3 How to prepare for an English Guidebook for Teaching English thru English in S. Korea
Mun Koo Kang
- P-4 The Origin and Development of Asian Englishes
Bok-Myung, Chang
- P-5a Gender difference in medical students' English competence
Eunpyo Lee
- P-5b A Study on Examining Nursing Journal Abstract
Eunpyo Lee
- P-6 Association between English Learning Motivation and Language Proficiency by
College Students in an EFL Context
Eun-Mi Yang
- P-7 Preferences in ambiguity resolution of relative clauses
Ho Han
- P-8 Acquisition through meaning negotiation, non-negotiated input and non-negotiated
output in the Web-chat context
Hye-ryeong Hahn
- P-9 Measurement of Accuracy in Group Oral Interaction
Junko Negishi
- P-10 Inhibition or compensation: the role of lower level processing in FL reading and
incidental vocabulary learning?
Feifei Han
- P-11 Investigation of the Relationship between Gender, Field of Study, and Critical Thinking
Skill: the Case of Iranian Students
Mohammad Aliakbari and Akram Sadeghdaghighi
- P-12 Online Self-learning System for ESP Specializing in the Field of Intellectual Property
Business
Yuya Koga
- P-13 Average Dependency Distance as a Measure for Sentence Complexity
Masanori Oya
- P-14 Creating Learning Space to Supplement the English Curriculum
Takako Machimura, Ayumi Wakasa and Kouichi Ano
- P-15 The Effects of Classroom Oral Practice on Adolescent Novice Japanese EFL Learners'
Grammatical Proficiency
Matusaka Nobuhiko and Horiguchi Kanji

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

- 1G-1 Scaffolding children to read English picture storybooks
Chiou-hui Chou
- 1G-2 Evaluation of TLT software program
Rieko Matsuoka

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

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
Yihuan 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)