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KEYNOTE SPEAKER



Vivian Iglesia-Buhain
New Era University, CLS Director

<p>Umar Fauzan GIC16045051</p>	<p>Improving Speaking Ability of EFL Students through Debate and Peer Assessment</p> <p>Umar Fauzan IAIN Samarinda, Indonesia umarfauzan@yahoo.com</p> <p>ABSTRACT</p> <p>The objective of the study was to implement the debate technique and peer assessment to improve the third semester student's speaking ability. This study employed classroom action research and it was done in two cycles. There were four meetings in each cycle; three meetings was for the implementing debate in the teaching of speaking and one meeting was for conducting speaking test. The instruments used to collect the data were: (1) observation checklist, (2) field-note, (3) score sheet, and (4) questionnaire. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria; score improvement and classroom atmosphere. The students gradually could express their thought and opinions in debate practice. This activity encouraged the students' creativity to explore the language, since they were asked to develop their arguments from certain motions. The motions were made familiar to them so that they found it easy to speak on the topics. By practicing speaking in the debate practice, they improved their fluency as well as their confidence. The result of speaking test presented that the students had made some progress, the average scores raised from 60 in pre-test, 69 in cycle 1 and 75 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. To sum up, the debate and peer assessment can improve the speaking ability of the English department students of IAIN Samarinda.</p> <p>Keywords: Speaking, CAR, Debate, Peer Assessment</p>
 <p>Ratikanta Panda GIC16045052</p>	<p>Language-Games: A Reflection in Wittgenstein's Philosophy of Language</p> <p>Ratikanta Panda Dpt. of H &SS IIT Bombay, Mumbai, India ratikanta@iitb.ac.in</p> <p>ABSTRACT</p> <p>Language by the nature is a public institution of great importance, which is used by unlimited number of speakers. Language is an integral feature of life of human culture and is the mirror of life of the people. In the Philosophical Investigations, language has been considered from an ordinary point of view. That is, there is not only language of propositions or language of logic, but</p>

	<p>also language in the ordinary sense of the the term. And this ordinary language is the primary language that we have. Therefore, the task of philosophy is to discover the structure and logic of ordinary language. Wittgenstein considers language as a game. The idea of language-game brings out the fact that there are many jobs that language does and that there are many ways in which language can be related to the world. Thus aim of my paper is to highlight that how language is a social phenomenon and public in nature.</p>
<p>I Wy Dirgeyasa GIC16045054</p>	<p>Genre Approach as a Coin with Two Facets to Teaching and Learning Writing</p> <p>I Wy Dirgeyasa Department of English, Faculty of Languages and Arts, State University of Medan</p> <p>ABSTRACT</p> <p>In Indonesian education context, recently the word 'genre' seems to gain its most popular and hot issue to teaching and learning English, particularly writing skill. However, many of them either the students, teachers, or university students, or even lecturers in universities apparently are not good at understanding and are not truly well-informed about the genre itself. They often undergo misunderstanding and misconception regarding to genre approach to writing. This happens because they are confronted with different information due to their different experiences. In addition, most of them know and learn genre approach to writing by self learning. So that, it could be said that the word 'genre' still a kind of mystery to uncover. This paper is an attempt to present the nature of genre, genre writing, genre as a product of writing, and genre as an approach to teaching and learning writing</p>
<p>Anusha Arora GIC16045055</p>	<p>Seeking Help in an Online Support Group: An Analysis</p> <p>Anusha Arora University Of Delhi, Delhi anusha.arora27@gmail.com</p> <p>Archana Rebbapragada University Of Delhi, Delhi archana.rebbapragada17@gmail.com</p> <p>ABSTARCT</p> <p>The aim of the study is to gain qualitative insight into an online support group. In support groups, which is a form of online community members provide each other with various types of help, usually non-material and non-</p>

professional for a particular, shared, usually burdensome issue.

Objective: The objective was to understand how conversations flow in an online support group, to explore how identities are accomplished in an online community through use of nicknames and to examine the efficacy of the online support group.


Design & Methodology: The support group chosen for the purpose of this study is on Alcoholics in recovery. Alcoholism is a disease characterized by craving to drink, loss of control, physical dependence, withdrawal symptoms and tolerance. For the aforementioned objectives, three tools of study were used to analyse 30 threads. For the first objective, conversation analysis was adopted which has three underlying assumptions under its purview i.e. sequential positioning is considered as a resource for the production and understanding of utterances, checking for projection of relevance and lastly, for noticeable absence.

For the second objective, sociological analysis was adopted and an effort was made to analyse nicknames that members use on the forum. This analysis was carried out keeping in mind Agha's (2007) concepts of emblem which involves three elements- a diacritic, a social persona and someone for whom it is an emblem. For the third objective thematic analysis was carried out for identifying, analysing and reporting patterns (themes) within the data. Through these themes we aimed to generate in-depth information of the support group and how its contents helped the members share their experiences & develop new identities for themselves.

Results: For accomplishing the purpose of the study, trajectory of the conversation was understood using CA, efficacy was evaluated using thematic analysis and sociological analysis of nicknames was done. After analysing the posts using conversation analysis it was found that most threads on the group contained detailed life experiences, were high on emotionality, very well understood and members were able to relate to it easily. Language was simple with high relevance. Results of the thematic analysis generated a variety of themes ranging from positive recovery, dear of relapse, seeking validation to empowering as well as negative thoughts to sharing of information and knowledge. Lastly, with the use of sociological analysis it was found that members had made use of various kinds of nicknames which could be categorized under novel formations, adjectives(acting as symbols representing the person or aspect of one's identity), verb forms, group specific names(member's identity was tied to the group) and exclamations. This gave us insight into how various nicknames explore parts of these individual's identities & act as self esteem enhancers & coping mechanisms in itself.

Conclusion: Overall analysis showed that online support groups are beneficial, helpful and necessary for sufferers. They provide anonymity, emotional support, decrease chances of relapse, foster formation of better equipped and adaptive identities, positive emotionality & help members quit.

Keywords: online support group, alcoholism, conversation analysis, thematic

	analysis, sociological analysis
 <p>Subhabrata Banerjee GIC16045056</p>	<p align="center">Construction of a Comparable Corpus in English and Hindi</p> <p align="center">Subhabrata Banerjee Leoforce Technologies, India mr.subhabrata@gmail.com</p> <p align="center">ABSTRACT</p> <p>This paper tries to report about the construction of an English and Hindi Comparable Corpus. Comparable Corpus is relatively a new paradigm in the study of multilingual corpora. But it is fast gaining popularity among researchers. Multilingual corpus is generally studied from synchronic view and it is divided as parallel or comparable and each one may again be divided as bilingual and multilingual. The need for a multilingual corpus comes as it helps to understand the thought process of different communities. The investigations of cross cultural aspects are helped in a long way. International Corpus of English (ICE) (Greenbaum1991) may be said as the first work of its kind. Vartra(Lapshinova-Koltunski, 2013) is a comparable corpus made in Germany, while in Kelly project (Kilgariff, 2010) comparable corpora are studied widely. There are good number of efforts in America also.</p> <p>The effort here is to show how an English Hindi Comparable Corpus is constructed for the first time in India right from scratch.</p> <p>The need of a multilingual society is to have a good communication system which communicates well across multiple groups. Translation is such a tool. To do a good translation understanding of both source and target languages and their cultural background is properly needed along with other aspects like familiarity with the subject matter of the text, a sense of when to use metaphase and paraphrase, etc. (2) multilingual corpus can act as a baseline tool for the analysis of multiple languages. The need for such a corpus in its electronic form is increased many a times with the advent of Machine Translation (MT). It is a “traditional and standard name for computerised systems”(Hutchins and Somers, 1992) used for translating text. MT thus needs an online electronic reference, which is given by resources like corpora.</p> <p>Here, the paper is trying to report the construction a 0.1 million word Comparable corpus in English and Hindi. The work is done in detail. It tries to report the construction methodology as well as annotation standard for the corpus. The work was thought as a major task in the data poor scenario of Indic language computing.</p>
<p>Huma Roshan GIC16045057</p>	<p>Investigating the Relationship Between Language Learnin Strategies and the Motivation Level of Second Language Learners Inkarachi, Pakistan</p>

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ABSTRACT

Studies dedicated to Second Language Acquisition (SLA) have highlighted the importance of motivation in learning a second language. Lu and Berg (2008) reported motivation as a key factor in learning a second language. Motivation theories attempt to answer questions about “what gets individual moving” and towards what activities or tasks (Pintrich & Schunk, 2002). In second language research, “motivation is considered as a driving force that initiates learning and later helps to sustain the process of learning”(Dornyei, 2005). Many studies have been done on second language learning strategy (e.g. Moradi & Saricoban, 2012; Ghavamnia, Kassaian & Dabaghi, 2011; Rahimi, Riazi & Saif, 2008). This correlational study aims to investigate the relationship between language learning strategies and the motivation level of second language learners in private schools of Karachi, Pakistan. Further, it intends to explore what strategies students use to learn English Language. The study also explores the relationship of language learning strategies and the motivation level of Cambridge students on one hand and the students of Matric system on the other. In order to collect data, two questionnaires SILL (Strategy Inventory for Language Learning) and ATMB (Attitude Motivation Test Battery) were adapted. These questionnaires were then administered to students (n=250+) from private schools (n=8) that comprised those that followed the O level examination system (n=4) as well schools which were registered with the Matric examination system (n=4). Data collection was done through convenience sampling. Data were analyzed with the help of SPSS and Pearson r to explore the relationship between the language learning strategies and the motivation level of second language learners. The results of the study indicated a significant relationship between language learning strategies and the motivation level of second language learners. However, it was found that learners used more of cognitive, memory, and social strategies for learning English as compared to metacognitive, compensation and affective strategies.

Keywords: second language learners, language learning strategies, motivation, O level, SSC system

Themes: Curriculum Design, Innovation, and Enhanced Learning

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A Compulsive Force Schema model for investigation into event types of the BA resultatives in Mandarin

	<p style="text-align: center;">Jing Han School of Foreign Languages, Shanghai University, China hj374655@163.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper presents four event types of the BA resultatives which involve metaphorical extensions of FORCE relative to COMPULSION. This paper further proposes constructional analyses of event types of the BA resultatives in the framework of Construction Grammar.</p> <p>Keywords: Resultative; Force; Event</p>
<p style="text-align: center;">Jing Han GIC16045053</p>	<p style="text-align: center;">Comparison of Apposition in English and Chinese</p> <p style="text-align: center;">Jing han Lecturer in Linguistics, Shanghai University, China hj374655@163.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper compares the appositive pattern in Chinese and English following the sequence and collocation of anchor and apposition which are unfolded in a series of sections including noun-noun pattern, pronoun-noun pattern and so on. This paper further proposes prominent features of English apposition which distinguish themselves from Chinese apposition, based on which suggestions for translation of appositive patterns between Chinese and English are put forward.</p> <p>Key words: apposition, Chinese, English, comparison</p>
<p style="text-align: center;">Baby Boy Benjamin D. Nebres GICP16045051</p>	<p style="text-align: center;">KANTAUN MO, IAMUN MO (KMIM): A CREATIVE INDIGENIZED GAME SONGS FOR PRIMARY GRADE</p> <p style="text-align: center;">Bernard S. Reforsado Bicol University Polangui Campus Polangui, Albay, Philippines</p> <p style="text-align: center;">Baby Boy Benjamin D. Nebres, III Bicol University Polangui Campus Polangui, Albay, Philippines manayturay@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This study is aimed to develop and evaluate instructional materials in Mother Tongue-Based Multi-Lingual Education (MTB-MLE) that will be used in teaching to make K-3 instruction facilitating, interesting, motivating and responsive to its learning competencies with the following sub-objectives: a. identify the qualities of game songs appropriate for K-3 as perceived by the local pupils and their music teachers; b. develop and define creative</p>

indigenized game songs for K-3 grade pupils along with the MTB-MLE Competencies; c. evaluate level of acceptance as to the responsiveness to the MTB-MLE in K to 12 curriculum Competencies, musicality suited to the needs of learners, the use of language, and material packaging; and d. recognize the evaluators' recommendations to be integrated for the improvement of game songs relevant to the MTB-MLE in K to 12 Curriculum competencies for primary level pupil. Moreover, creative - descriptive evaluative method was utilized in this study using Focus Group Discussion, unstructured interview and analytic rubrics as data gathering techniques.

In accordance with the result of the summary of the game song's relation along the 12 content standards, the researcher attained the quality of an ideal indigenized game song based form the preferred qualities and Department of Education standards. In general, the songs of "KANTAUN MO, IAMUN MO" can be sung while playing. The songs can easily make creative styles in teaching necessary for MTB-MLE and music education. Furthermore, the game songs can be taught to other subjects as motivation and can enriched multiple-intelligences through the aid of instructional materials and the teacher. The evaluators gave good remarks regarding the Audio, Song Book and Big Book which was related to the concepts on MTB-MLE. They also said that it can help facilitate the pupil's level of competencies in listening reading, speaking and writing skills.

The main goal of this study is to realize the concept of combining games and songs as one instructional material. To secure the study's scope and application, the researcher produced the instructional materials which will be evaluated further and be used only in the town of Polangui, province of Albay.

Keywords: Indigenized Game Songs, Mother Tongue-Based Multi-Lingual Education, Create-Evaluate Method



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Propensity of Bagobo-Tagabawa Students in Learning the English Language: From the Backdrop of Linguistic Pluralism


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ABSTRACT

The purpose of this phenomenological study was to describe the lived experiences of the Bagobo-Tagabawa in terms of their propensity in learning the English language from the backdrop of linguistic pluralism. This study also aimed to determine the elements that shape their propensities in learning the English language and to discover the insights that could be shared by the informants to their peers and to the academe in

	<p>general. This study utilized the purposive sampling technique which included Bagobo-Tagabawa grade six students. Twelve Bagobo-Tagabawa grade six students were the informants and six teachers were the members of the Focus Group Discussion. In-Depth Interview and Focus Group Discussion were employed in the data collection. Utilizing thematic analysis, various themes were identified in the study. For the propensity of Bagobo-Tagabawa students in learning the English language, attitude towards English, perplexity in learning the language, fear of making mistakes, covert appreciation for English, learning and monitoring strategies were the themes. The elements that shape the propensities of the students in learning the English Language included, interlanguage, study habit, timidity, attendance, teacher intervention. The insights shared by informants and participants were, proud of being Bagobo-Tagabawa, preference for the Bagobo-Tagabawa language, and partiality to Cebuano next to native tongue.</p> <p>Keywords: Bagobo-Tagabawa, Propensity of Students, Learning the English Language, Linguistic Pluralism, Qualitative Research, Philippines</p>
<p>Mendoza, Angelica P. GICP16045052</p>	<p>Globalization through English: Correlation of English Language Proficiency to Communication Skills as Perceived by Communication Students</p> <p>Medina, Patricia Anne S. Communication Department, De La Salle Lipa, Batangas, Philippines patismedina@gmail.com</p> <p>Mendoza, Angelica P. Department of Communication, De La Salle Lipa, Philippines angelica.mendoza99@gmail.com</p> <p>ABSTRACT</p> <p>The English language has always been a matter of constant evolutionary process in different fields practiced in different parts of the world. In the Philippine educational system where English is the primary medium of instruction, the English language is considered to be interrelated with communication skills in terms of determining an individual's potential in globalization. This study aims to determine whether or not English language proficiency as correlated with communication skills has significance in the readiness of an individual's performance in the global scale. Using Berlo's SMCR model and Krashen's Monitor theory, the researchers designed a descriptive survey conducted among tertiary Communication students. The survey measured the respondents' demographic profile; the perceived English language proficiency; the correlation between English language proficiency and communication; and the perceived readiness of communication students to globalization based on their English language</p>

	<p>proficiency. The results showed that the respondents ranged from 17 to 18 years old and are mostly females. They obtained an average grade between 2.00 and 2.25 in their communication skills courses. They are native Filipino language proficient but are also confident in using the English language. Most of the respondents use the English language 'sometimes' when communicating at home, at school, with their friends, and acquaintances but 'seldom' when they are in public places. More than half of the respondents are confident with their listening and reading skills. The respondents perceive that they are ready to face globalization Keyword: Globalization, English language, Communication, Medium</p>
 <p>Farah Coyoca GICP16045053</p>	<p>Tabloid Readership and Yellow Journalism</p> <p>Farah Coyoca Department of Communication, De La Salle Lipa, Philippines farahcoyoca123@gmail.com</p> <p>ABSTRACT</p> <p>Tabloids are known for its vulgar language and its sensationalized stories. In the Philippines, tabloids have a huge readership population since its entry in 1915. They bloomed during the Martial Law era. The study entitled Tabloid readership and yellow journalism aims to determine the profile of tabloid readers, find out the the most-read tabloids, identify the reasons for favoring tabloids over other forms of journalism and the impact of reading tabloids of the readers' cultural, social, psychological and personal aspects of life. Using a Stimulus Response model and Social Marketing Theory as conceptual frameworks of the study, the researchers conducted a survey among randomly selected respondents. The results showed that Abante has the most number of readerships among the local tabloids. Readers favor tabloids because of they feel they are entertained more that being informed with news and current affairs. Most of the readers of tabloids are males with age ranging from 37 to 40 years old. They read tabloids 5 – 6 times per week but perceive tabloids as only having little influence on the cultural, social, psychological and personal aspects as individuals. Keywords: tabloids, readership, cultural, social, psychological</p>
<p>W.M.U.S.K. Walisundara GICP16045054</p>	<p>An Evaluation of the Effectiveness of Integrating A Virtual Computer Assisted Learning Facility in Language Learning Classrooms</p> <p>W.M.U.S.K. Walisundara General Sir John Kotelawala Defence University, Sri Lanka. upeksha_pdn@yahoo.com</p> <p>ABSTRACT</p> <p>As the concept of virtual learning has now become a reality with more people</p>

	<p>taking part in computer assisted language learning in virtual environments, researchers are constantly exploring innovative techniques to motivate the learners and improve the standards in virtual computer assisted language learning environments. Computer assisted virtual environments where the learner becomes a member in a virtual, real world are highly interactive. This is very much student-centered and can lead to higher cognitive engagement compared to traditional teacher-centered or individualistic language learning. This even provides more facilities which are highly convenient for language learning. Collaborative learning in virtual classrooms is an effective way to promote social interaction and disseminate knowledge among the group members. In this research paper the effectiveness of integrating a virtual computer assisted learning facility in language learning classrooms will be evaluated.</p> <p>Key words: Computer assisted language learning, virtual environment, and language learning classrooms</p>
 <p>Silalahi, Wolter Parlindungan GICICPLT1605055</p>	<p>The Use of Facebook to Improve Indonesia Migrant Workers' Ability in Writing Recount Text in Taiwan</p> <p>Silalahi, Wolter Parlindungan Dept. Of Curriculum Design and Human Potentials Development National Dong Hwa University, Hualien, Taiwan Silalahiwalter@yahoo.co.id</p> <p>ABSTRACT</p> <p>This research deals with the use of Facebook to improve Indonesia migrant Workers' ability in writing recount text. The methodology was designed by using an Action Research. The participants are Indonesia Migrant Workers in Taiwan. This research objective aimed to investigate the way Facebook improves migrant workers' ability and in writing recount text and the way Facebook improve migrant workers' motivation in recount text of writing. The researcher conducted two cycles to improve the migrant workers' ability in writing recount text. The result of the study showed that the use of Facebook can improve the migrant workers' ability in writing recount text and the way Facebook improve migrant workers' motivation in recount text of writing are accessible and affordable, feedback on performance, messages to reach out to each other and finally reminders and notifications of deadlines.</p> <p>Key words : Facebook, Recount, Teaching writing, Migrant workers'ability</p>
<p>Patricia Medina GICICPLT1604056</p>	<p>Globalization Through English: Correlation of English Language Proficiency to Communication Skills as Perceived by Communication Students</p> <p>Medina, Patricia Anne S. Communication Department, De La Salle Lipa, Batangas, Philippines patismedina@gmail.com</p>

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ABSTRACT

The English language has always been a matter of constant evolutionary process in different fields practiced in different parts of the world. In the Philippine educational system where English is the primary medium of instruction, the English language is considered to be interrelated with communication skills in terms of determining an individual's potential in globalization. This study aims to determine whether or not English language proficiency as correlated with communication skills has significance in the readiness of an individual's performance in the global scale. Using Berlo's SMCR model and Krashen's Monitor theory, the researchers designed a descriptive survey conducted among tertiary Communication students. The survey measured the respondents' demographic profile; the perceived English language proficiency; the correlation between English language proficiency and communication; and the perceived readiness of communication students to globalization based on their English language proficiency. The results showed that the respondents ranged from 17 to 18 years old and are mostly females. They obtained an average grade between 2.00 and 2.25 in their communication skills courses. They are native Filipino language proficient but are also confident in using the English language. Most of the respondents use the English language 'sometimes' when communicating at home, at school, with their friends, and acquaintances but 'seldom' when they are in public places. More than half of the respondents are confident with their listening and reading skills. The respondents perceive that they are ready to face globalization

Keyword: globalization, English language, communication, medium

Investigating Efl Learning Process of Young Learners: Using Multiple Intelligences

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ABSTRACT

The intent of the present study was to investigate and explore some activities in EFL learning process of young learners in Bimbel stands for Bimbingan Belajar (Studying Guidance) in Indonesia. Howard Gardner was the first constructed multiple intelligence theory itself. He defined an intelligence is



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	<p>the ability to solve problem or create product that are valued within one or more cultural setting. Howard Gardner (1983) proposed the existence of seven distinct intelligences: linguistic, musical, logical-mathematical, spatial, bodily kinesthetic, intrapersonal sense of self, and interpersonal. Fifteen young learners were recruited to participate in this study. They were around six up eight years old. This study used interview and observation to collect data. The results found there are five activities usually used by teacher in teaching EFL process. They are Singing, Telling Story, Previous Lesson Previewing, Grammar Teaching and Quiz. Multiple intelligences theory was employed to stimulate the young learners' EFL ability particularly in speaking and listening skills. All the activities mentioned above, the learners' intrapersonal and interpersonal intelligence are often used and involved in learning EFL process. We are in 21st century the learners expected be active in learning process. The classroom situation would be student-teacher center.</p> <p>Keywords Multiple Intelligence, Young Learner, EFL Learning</p>
<p>Cecilia Yuet Hung Chan GICICPLT1604059</p>	<p>Verbal Working Memory Deficits in Chinese Developmental Dyslexia</p> <p>Cecilia Yuet Hung Chan City University of Hong Kong ctcyhc@cityu.edu.hk</p> <p>ABSTRACT</p> <p>Previous research delineated the relationship of poor working memory and reading disabilities in English (Brady 1991; Crain 1991, Gathercole 2006). On the basis of previous research, this study investigates whether verbal working memory deficits associate with Chinese developmental dyslexia. In this study, Chinese dyslexic children were compared with their non-dyslexic counterparts in the sentence listening and reading tests that assessed word recall, sentence recall and sentence comprehension abilities. The results of the study showed that Chinese dyslexic children performed significantly worse than the controls in all the tests. The findings of the study suggest that weak verbal working memory is in connection with Chinese developmental dyslexia. The training of verbal working memory should be considered in teaching Chinese reading to dyslexic students.</p>
<p>Winitchaya Wongchai GICICPLT1604060</p>	<p>English Language Teaching for Communication: A Case Study of Gems Merchants in Eastern Thailand</p> <p>Proyfon Wongchaochan</p> <p>Winitchaya Wongchai Rambhaibarni Rajabhat University, Chanthaburi, Thailand winitchaya.w@rbru.ac.th</p>

ABSTRACT

Chanthaburi province is a centre of gemstone mining including rubies and sapphires. It is also a major hub of gem trading where local people and people from other countries are dealing and conducting their gems business. English language plays the most important role in this business. This paper is to study how local merchants, with limited English language skill, communicate to foreign buyers and to analyse ways to assist them develop their English language skill. A case study methodology is applied in this research by purposive selecting five Thai gems merchants to participate in a designed English Language Course for Gemstones Business. Under the Communicative approach to language teaching, selected participants' English language skill are improved in a way appropriate to their needs.
Key words: Communicative approach, English ability, Gems merchants



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Effects of Multimodal Peer Review on Chinese EFL College Writers

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ABSTRACT

Although in recent decade the increasing use of peer feedback in EFL writing has been supported by the positive effects from the researches, doubts still exist among students, teachers and researchers. Researchers found Chinese students tended to avoid criticism of the peers' work or they had more faith in teachers' authority, which led them to be inactive in peer response. This paper is to investigate how the multimodal peer review enhances the engagement of Chinese EFL college writers, including electronic written feedback through online moodle workshop (both anonymous and non-anonymous) and peer oral conferencing. Naturalistic data were collected from 25 first-year English majors from one Chinese university. Quantitative (corpus software) and qualitative methods (NVivo) were adopted to analyze the data, including multiple drafts of one collaborative writing assignment about a creative story, peer feedback sheets, questionnaires and interviews. It is found the online workshop helped writers form a close community and the follow-up peer oral conferencing enhanced most writers' engagement. The interaction led to most student writers' betterment in both content and form in the writing genre.

Keywords: Multimodality, Peer Review, Engagement



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English Language Teaching for Communication: A Case Study of Gems Merchants in Eastern Thailand

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ABSTRACT

Chanthaburi province is a centre of gemstone mining including rubies and sapphires. It is also a major hub of gem trading where local people and people from other countries are dealing and conducting their gems business. English language plays the most important role in this business. This paper is to study how local merchants, with limited English language skill, communicate to foreign buyers and to analyse ways to assist them develop their English language skill. A case study methodology is applied in this research by purposive selecting five Thai gems merchants to participate in a designed English Language Course for Gemstones Business. Under the Communicative approach to language teaching, selected participants' English language skill are improved in a way appropriate to their needs.

Key words: Communicative approach, English ability, Gems merchants



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The Effect of Teaching Modern English Drama on the Students' Fluency and Accuracy of Speaking, a Task Based Approach

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Abstract

In teaching-learning processes, drama method has some positive effects. This study tries to consider one of the main concerns of learners which are how to improve speaking components (fluency and accuracy). The research reported which variables of the two selected texts of modern English dramas can effect on students' fluency and distinguish fluent from non-fluent L2 learners. This study was a true experimental research and data of this research have been gathered from 60 students of English language and literature Hormozghan University I.R. Iran. The data were the recorded speaking transcripts which were analyzed by Praat software to see the progress after four-time (10 weeks) treatment was given. The factors which were considered were the

	<p>numbers of filled and unfilled, the total number of words per minute, mean Length of utterance, and number of stressed words. The results were compared and their temporal and linguistic measures were correlated with their fluency scores and this revealed that the speech rate, the mean length of utterance, and the number of stressed words produced per minute were the best predictors of fluency scores and students' speaking fluency increased in some areas after they studied and learnt these presented texts which were taught to the treatment group, and proved that by using of the texts of dramas in EFL classes the students speaking fluency increased in some areas as shown by the improvement on their ability of fluent communications, and vocabulary in any oral interactions, but the students' accuracy of speaking decreased in some areas.</p> <p>Modern English Drama, Fluency, Accuracy, Speaking, Task Based Approach</p>
 <p>Farina Yasmin GICICPLT1604063</p>	<p>The Impact of Motivation on English Language Learning: A Study of Pre-service and In-service Technical Teachers at Technical Teachers' Training College, Dhaka, Bangladesh</p> <p>Farina Yasmin Department of English, Jatir Janak Bangabandhu Sheikh Muzibur Rahman Government College Uttara, Dhaka, Bangladesh farinaaust@yahoo.com</p> <p>Abstract</p> <p>Motivation plays a significant role in foreign language learning. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on foreign language learning. The main purpose of this research is to explore the fact why students (pre-service and in-service technical teachers) are less motivated towards English language learning, what factors are affecting motivation, how to motivate them and the role of motivation in their success. The study was both qualitative and quantitative in nature. The data was collected via pretest - posttest, interviews, a questionnaire on the five point Likert scale and report presentation. The population of this research consisted of 56 students (pre-service and in-service technical teachers) from Technical Teachers' Training College, Dhaka, Bangladesh. The data was analyzed with means, comparison and t-test. The results showed that there is a strong relation between motivation and success in foreign language learning. Finally, some pedagogical implications and suggestions were presented to arouse the students' motivation to learn English.</p>



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Investigating The Relationship Between Language Learning Strategies And The Motivation Level Of Second Language Learners In Karachi, Pakistan

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ABSTRACT

Studies dedicated to Second Language Acquisition (SLA) have highlighted the importance of motivation in learning a second language. Lu and Berg (2008) reported motivation as a key factor in learning a second language. Motivation theories attempt to answer questions about “what gets individual moving” and towards what activities or tasks (Pintrich & Schunk, 2002). In second language research, “motivation is considered as a driving force that initiates learning and later helps to sustain the process of learning” (Dornyei, 2005). Many studies have been done on second language learning strategy (e.g. Moradi & Saricoban, 2012; Ghavamnia, Kassaian & Dabaghi, 2011; Rahimi, Riazi & Saif, 2008). This correlational study aims to investigate the relationship between language learning strategies and the motivation level of second language learners in private schools of Karachi, Pakistan. Further, it intends to explore what strategies students use to learn English Language. The study also explores the relationship of language learning strategies and the motivation level of Cambridge students on one hand and the students of Matric system on the other. In order to collect data, two questionnaires SILL (Strategy Inventory for Language Learning) and ATMB (Attitude Motivation Test Battery) were adapted. These questionnaires were then administered to students (n=250+) from private schools (n=8) that comprised those that followed the O level examination system (n=4) as well schools which were registered with the Matric examination system (n=4). Data collection was done through convenience sampling. Data were analyzed with the help of SPSS and Pearson r to explore the relationship between the language learning strategies and the motivation level of second language learners. The results of the study indicated a significant relationship between language learning strategies and the motivation level of second language learners. However, it was found that learners used more of cognitive, memory, and social strategies for learning English as compared to metacognitive, compensation and affective strategies.

Keywords: second language learners, language learning strategies, motivation, O level, SSC system

Themes: Curriculum Design, Innovation, and Enhanced Learning

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