



The Asian EFL Journal Group's

# INTERNATIONAL VIRTUAL TESOL CONFERENCE

“Second Language Acquisition Research Advances”

## KEY SPEAKERS



**ROD ELLIS**



**BEATA WEBB**



**ROBERT DICKEY**



**ROGER NUNN**

PRESENTED BY



June 13 and 14, 2020 | [www.asian-efl-journal.com/vc2020](http://www.asian-efl-journal.com/vc2020)



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## TABLE OF CONTENTS

<b>MESSAGE OF THE CONFERENCE CHAIR</b>	1
<b>CONFERENCE SCHEDULE</b>	2
<b>ABSTRACTS</b>	
Key Speakers	3
Presenters' Abstracts by Category	
Curriculum Development (CMD)	8
English for Specific Purposes (ESP)	12
Language Policy (LP)	17
Motivation (MOT)	19
Pedagogy / Methodology (PED)	20
Professional Development (PD)	31
Research-Based Stream (RES)	34
Second Language Acquisition (SLA)	51
Teaching Reading (REA)	56
Teaching Speaking (SPE)	59
Teaching Writing (WRI)	62
Teaching Young Learners (TYL)	71
Using Technology (TEC)	73
Vocabulary (VOC)	79
<b>PUBLICATION GUIDELINES</b>	80
<b>INDEX</b>	84

**MESSAGE FROM THE CONFERENCE CHAIR**

Dear VC2020 Participant,

Welcome to the Asian EFL Journal group's first International Virtual Conference. And dare I say the world's first SLA Virtual conference. We present live four internationally renowned speakers, Professors Rod Ellis, Robert Dickey, Beata Webb and Roger Nunn. Professor Roger Nunn was one of the original founding editors back in the late 1990s in what was the forerunner to the Asian ESP Journal, which we are happy to announce is now a Scopus Q2 journal. Roger's 20 plus years at the helm of the Asian ESP Journal is very unique as will be his talk and insights. We also present featured presenter Naoki Fujimoto-Adamson who has just published her book entitled "Globalisation and its Effects on Team-teaching" available from June 1st by Cambridge Scholars.

These days we are facing one of the profession's biggest challenges as we seek to deliver lectures and lessons during the global pandemic. Indeed, our esteemed editor Dr. Dr Xiuping Li, Ulster University, UK, has opened a Call for Papers, New Challenges, New Strategies and New Prospects in a Time of COVID-19 Pandemic which we invite you to submit to. (See the Home page of the Asian EFL Journal.

Our thanks go to our sister division, SITE OnLine learning who have made this virtual conference possible. Our apologies to the many applicants/presenters who we couldn't accept as this, being our first Virtual Conference, presented new challenges to us. Once the Virtual conference is over, we shall be preparing for a much larger Virtual event in early September.

Thank you for your participation.

**Dr. Paul Robertson**

The Asian EFL Journal and TESOL Asia Founder





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**CONFERENCE SCHEDULE****JUNE 13, 2020 (SATURDAY)****ROD ELLIS****09:30AM-10:30AM**

Topic Title: *"Creativity in Learner Language and its Implications for Language Teaching"*

**BEATA WEBB****11:00AM – 12:00NN**

Topic Title: *"The Pandemic Trends, teaching online and the English Teacher Advantage"*

**ROGER NUNN****02:30PM – 03:30PM**

Topic Title: *"Learning about Learning from Successful Freshman Writing Projects"*

**JUNE 14, 2020 (SUNDAY)****ROBERT DICKEY****09:30AM-10:30AM**

Topic Title: *"21st century English learning: Blending Content, Tasks, and Technology"*

**NAOKI FUJIMOTO-ADAMSON****11:00AM – 12:00NN**

Topic Title: *"Globalisation and Its Effects on Team-Teaching"*



**Author / Presenter:**

**Professor Rod Ellis**  
Curtin University  
Australia

### **“Creativity in Learner Language and its Implications for Language Teaching”**

To examine creativity in L2 learning we need to consider creativity-as a person, creativity-as-an object, and creativity-as-a-process. To date, however, there is only limited evidence that creative people make better language learners. More important for understanding how creativity works in language learning is creativity-as-a process and creativity-as-an-object. Creativity manifests itself incidentally in the communicative uses of the L2 and also more intentionally in language play. All language learners, when given the chance, will engage in the creative construction and creative use of their linguistic systems. That is, they naturally and automatically work on the raw materials provided by the input, combining words, breaking down multi-word units into their component parts and thereby arriving at abstract formulations which slowly and erratically converge on those of the target language. In this talk I show how creativity as a process and as a product are important for language learning and argue that teachers need to create opportunities for the creative use of language as well as promoting conformity to target language norms and that this is best achieved through task-based language teaching.

#### **About the Author:**

**Prof. Rod Ellis** is a Kenneth W. Mildener Prize-winner British linguist. He is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a professor at Anaheim University, a visiting professor at Shanghai International Studies University as part of China’s Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand.



**Author / Presenter:**

**Beata Webb**  
Bond University  
Australia

**“The Pandemic Trends, teaching online and the English Teacher Advantage”**

The aim of this paper is to review megatrends, trends and their status quo in the world during the COVID-19 pandemic. The first part examines our understanding of definitions and concepts of education delivered online. Next, I outline the megatrends and the way they have been playing out in the educational contexts. The next part of the paper looks at the COVID-19 as the Global Catalyst and the way it has influenced our lives and the current trends. Finally, I explore the possible Day After and how, in the times of turmoil and tectonic change, the English Language Teacher has an advantage.

**About the Author:**

**Dr Beata Webb’s** research interests extend to education, applied linguistics and linguistics. She has lectured in linguistics and language teacher education in Australia for over 25 years. Working with students and teachers from all over the world has inspired and determined her main research which focuses on internationalisation of education in Australia and worldwide, international student mobility and intercultural teaching and learning. Dr Webb’s research aims to improve understanding the nature of linguistically and culturally diverse student cohorts, leading to better preparation of teachers and institutions for the challenges presented by international student mobility, diversity and global citizenship. Her other professional interests include the use of technology in education and e-learning. In the field of linguistics, her work focuses on cognitive linguistics and the study of discourse, with a particular interest in the concept of cross-linguistic possession and linguistic possession in Polish discourse. She has delivered professional workshops and lectures in many countries including Australia, Indonesia, Japan, Korea, the Philippines, China, Poland, the UK and Germany.



**Author / Presenter:**

**Dr. Roger Nunn**

Professor and Head of the Department of Writing Studies  
American University of Sharjah  
UAE

### **“Learning about Learning from Successful Freshman Writing Projects”**

I argue that the method concept is only relevant to debates about learning, if we research methods actually practiced (method-in-use), not avowed methods or approaches from books or journal papers. The method I will illustrate briefly today is inevitably unique and context bound. More importantly, I argue that articulating, sharing and adapting underlying practice-inspired principles should make any method-in-use (at least partially) translatable to any other unique educational context.

My paper follows up on a more theoretical counterpart (Nunn et al., 2016) on the principles underlying social action based learning in the form of project based-learning. I will forefront written data from two projects conducted by freshman students. My experience over the last 25 years indicates that research done by freshman students can be both insightful and sophisticated: it can be used to better incorporate their voice into our curriculum, but also into our own thinking about learning, scholarship and research. In my present context, the traditional individual research essay was central to the common course syllabus. It was modified in my own courses to incorporate active learning (Acar, 2019) involving real engagement and investigation by the student through an individual student project. I discuss and emphasize key extracts from just two project reports to illustrate important academic principles related to social action-based learning in my context.

### **About the Author:**

**Roger Nunn** has taught in a variety of international locations, including Ethiopia, Japan, the UK and Germany. His research interests include developing holistic academic literacy, applying the philosophy of language to learning, intercultural communication, non-blind journal review processes and the cultural analysis of literary texts. He is Chief Editor of the Asian ESP Journal and a founding member of English Scholars Beyond Borders. He enjoys presenting and publishing in as broad a variety of international locations as possible.

Category: **KEY TALK**



**Author / Presenter:**

**Robert J. Dickey**  
Keimyung University  
South Korea

### **“21st century English learning: Blending Content, Tasks, and Technology”**

The impacts of covid-19 have irrevocably changed our educational environment. Expectations have changed. It's time to draw out the best of our experiences from recent years, and repackage them to meet our Brave New World. Three separate themes in language learning, emerging across the past 40 years, are still widely misunderstood and under-appreciated, particularly in how, through combination, they support and augment language learning objectives. We will consider various possibilities for both safe face-to-face and distance learning settings.

#### **About the Author:**

**Robert J. Dickey** has been teaching and exploring English in Korea since 1994. His particular interests include simplicity and appropriacy in teaching, content-based instruction, pronunciation, and culture. Rob is a past president of KOTESOL. He has been active in research and publication for several years, including several years as KOTESOL's Publications Committee Chair and term as facilitator of the Teacher Education/Development SIG. He teaches in the School of Public Service (Public Administration program) at Keimyung University in Daegu.



**Author / Presenter:**

**Naoki Fujimoto-Adamson**

Niigata University of International and Information Studies  
Japan

### **“Globalisation and Its Effects on Team-Teaching”**

This book reveals the underlying connections among global issues, national policy-making, and local practices related to partnership, or team-teaching, in English language lessons in the Japanese Junior High School context. It investigates the complex relationship among team-teachers, students, and wider stakeholders, such as the local Board of Education, Ministry of Education and other non-educational influences at the political, social and economic levels. The book offers essential knowledge for scholars, students and policy makers who are interested in, or have experienced, team-teaching in the Japanese school context. Additionally, team-teaching in English classrooms is widely implemented not only in Japan, but also other Asian countries. Similar types of joint instruction are also seen in collaborative teaching in British schools and in European schools in which Content and Language Integrated Learning (CLIL) has been carried out. In this sense, this study into the particular Japanese context provides both valuable insights into the multi-layered influences on Japanese secondary school English education, and also a model of research methodology into team-teaching contexts in wider contexts.

### **About the Author:**

**Naoki Fujimoto-Adamson** is an Associate Professor at Niigata University of International and Information Studies, in Japan. She teaches academic writing, test-taking skills, sociolinguistics and discourse analysis, and received her MA in English Language Teaching (ELT) from the University of Essex, UK, and her MEd from the University of Leicester, UK. Her research interests are in the fields of team-teaching in Japanese secondary schools, the history of ELT in Japan, academic publishing, and English Medium Instruction (EMI).

**Author / Presenter:**

**Purnama Nancy Lumban Batu**  
Sekolah Tinggi Ilmu Pelayaran  
Indonesia

**“Maritime English in the Expanding Circle: ESP or ELF?”**

Maritime English (ME) plays a key role in maritime safety. It has been agreed and regulated by International Maritime Organization (IMO) as the official contact language at sea, the lingua franca (ELF). At that juncture, IMO organized and published Model Course 3.17 Maritime English, the guiding principle for teaching ME across the world. Observing the purpose and the content of this model course, Choi & Park (2016); Dissanayake (2017) have criticized the model course for approaching ME merely as an ESP and not as a lingua franca. The model course asserts that teachers are not expected to follow it ‘blindly.’ Nevertheless, Indonesian regulation in maritime education and training enforces the teachers to follow the prepared curricula which are mainly based on IMO Model courses. Maritime English is no exception. This study examines the model course and related studies to get a clearer pictures of how the teachers should also approach teaching English Maritime English not only as ESP, but also as ELF.

**About the Author:**

**Purnama Nancy Lumban Batu (Nancy)** is a lecturer of Maritime English in Sekolah Tinggi Ilmu Pelayaran, a maritime institute based in Jakarta, under the Ministry of Transport. She is currently pursuing a doctoral degree in Applied English Linguistics in Atma Jaya Catholic University, Jakarta. Email: [nancy.lumbanbatu@gmail.com](mailto:nancy.lumbanbatu@gmail.com)



**Author / Presenter:**

**Syamsudarni**  
IAIN Palopo  
Indonesia

### **“Developing Intercultural Language Learning Approach for Teaching English as a Foreign Language”**

This project has undertaken a study of a creative approach, a model for teacher’s professional development, and a participatory research method in language learning with the purpose of discovering whether the approach, the model, and the method assists in the teaching of English as a foreign language (TEFL) and help develop and improve the quality of English instructional materials in (IAIN) Palopo, Indonesia. The intercultural language approach (ILL), the lesson study model (LSM), and the participatory action research (PAR) were proposed so that together, these approaches were used to help teachers cope with the perceived problems. This project has also considered the relevant literature via reviewing, analysing and synthesizing the related themes that assist with the identified problems. In sum, this research analysed intercultural language approach (ILL), the lesson study model (LSM), and participatory action research (PAR) in terms of their potential and their impact in the field of language teaching and learning in (IAIN) Palopo.

**Key Words:** *Intercultural Language Learning, Lesson Study, TEFL*

#### **About the Author:**

**Syamsudarni** is an English teacher at State Institute for Islamic Studies (IAIN) Palopo, Indonesia. He graduated with a master degree in education. His research interest is about English teaching as Foreign Language and ICT used in the class. In his free time, he loves to watch TED program. Email: [syamsudarni@yahoo.co.id](mailto:syamsudarni@yahoo.co.id)



**Author / Presenter:**

**Tran Thi Thu Huong**  
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Vietnam

**“English Language Needs in Writing Skill of Police Officers in Vietnam: Basis for ESP Syllabus Design”**

This study aimed to identify the English language needs of the police officers in Vietnam by looking into their actual English activities along writing skill in their workplace and determining their strengths and weaknesses in the use of the English language along writing skill. The descriptive method was used in this study. It involved both qualitative and quantitative research design. The quantitative design was used in getting the frequency and percentage of respondents performing a task in writing skills in the English language in the actual work place. Moreover, the quantitative design was used to determine the frequency and percentage distribution of strengths and weaknesses of the respondents along writing. On the other hand, the qualitative design was utilized in describing the activities of the police officers in their actual workplace using the writing skill in the English language based on the observation, and also the interview conducted by the researcher. This design was also used to describe the strengths and weaknesses of the respondents in writing skill through using the blotters written by the respondents which the researcher had administered. The findings revealed that the police officers perform activities along writing in their actual work place. Usual English activities in the police officers' assignment comprises writing down foreigner's personal information/ complaints/ declarations/ explanations, taking note on procedures in operating a digital and electronic machine, writing reports of violations or blotters of crime incidents relevant with foreigners. It was also found out in this study that police officers have strengths and weaknesses in writing by way of analyzing the blotters. Common strengths as displayed in the blotters written by the police officers consist of completeness of data, and objectivity. What's more, under writing, common weaknesses as seen in the blotters includes misuse of tenses, insertion of –ed verb form, absence of linking verb, vague noun-pronoun reference, spelling, word choice, and especially lack of clarity. The findings on the activities in the writing skill being performed by the policemen in their actual workplace and their strengths and weaknesses in writing then were an additional basis of the researcher in designing the ESP syllabus for the future policemen in Vietnam enrolled in the Vietnamese People's Security Academy (PSA).

**About the Author:**

**Tran Thi Thu Huong** is a teacher of English at People's Security Academy of Vietnam (PSA), Vietnam, a syllabus and module designer as well as curriculum evaluator as consultant/advisor position and a curriculum developer in the same university. Her publications include: Article “The study of Grammar Instruction for Communication Purpose in High Schools of Vietnam”. European-American Journals.Vol.3, Issue. 8, December 2015; Article “Using Android Operating System Applications in Teaching

and Learning English”. Security Science and Education Review. Vol. 18, October 2017; Project (2017) “Enhancement of English teaching and learning Effectiveness through Android Applications”, Code: SA.2016T31.212. People’s Security of Vietnam, Vietnam; Article “English Language needs in listening and speaking skill of police officers in Vietnam: Basis for ESP syllabus design”. The Asian ESP Journal. Vol 14, Issue 7.2, December 2018. Certificates/diploma: Bachelor of Teaching English; Master of TESOL, Doctor of Philosophy in English Language Education, IELTS Certificate (score: 7.5), and Certificates of English Courses. Email: [huongtran.autumn@gmail.com](mailto:huongtran.autumn@gmail.com) / [huongtranthithu9982@gmail.com](mailto:huongtranthithu9982@gmail.com).



**Author / Presenter:**

**Eny Syatriana**

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### **“Kolb’s Learning Style Affect EFL Creativity of Indonesian Students”**

The purpose of this study is to find out the learning preference for English as a Foreign Language learners’ for speaking skill of Muhammadiyah University. Since speaking is the most intensive ability to communicate with others and it plays very important role in a variety of language productions, discussion may take the form of dialogue speech, debate, argumentation, dialogue, expression, debate, argumentation, dialog or conversation. Oral languages users use words to communicate their wishes, emotion, opinion with others, so that people can understand what is being share. But the reality, communication still experiences many misunderstandings where the problems can affect students mastery of precision, fluency, versatility and understandability. Additionally, Kolb’s role in learning style to master the skill. Fifty eight EFL learners participated in the study among the graduate. They took a subject to explore, and engaged the idea’s imagination during the discussion. Moreover, the result of the questionnaire study substantially predicted the assimilator 44.82 percent and diverges 34,48 percent as the most preferred by the students, as adopted as Kolb’s learning style, then the special one this study will design and create instructional content based on students preference. After understanding students leaning style. One of the feature is abstract conceptualization have and the most cerebral approach makes the greatest contribution compare to other types. This research focuses on the finding of need analysis, pointing out that four style have significant 0,05 is normal in terms of the learning outcome. These findings provide proof of the function of the learning style of Kolb’s may promote the ability of the learners to communicate.

**Key Words:** *Learning Strategies; Kolb’ Learning Style; Ability, Application*

#### **About the Author:**

**Eny Syatriana** is an associate professor in the Department of English Language Education at the University of Makassar Muhammadiyah, South Sulawesi, Indonesia. She has a keen interest in curriculum and content development, education psychology, language writing, in particular the views of English language and was actively involved in some international conferences. Email: enysyatrianaeny@gmail.com



**Author / Presenters:**

**Nidia Sofa**

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State Polytechnic of Jakarta  
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**“Reflecting ESP Teacher’s Issues at State Polytechnic of Jakarta”**

This study aims to investigate the real picture of English For Specific Purposes (ESP) teacher in The State Polytechnic of Jakarta. As one of the eldest polytechnics in Indonesia, this study is considered important, as The State Polytechnic of Jakarta has often become the role model for another Polytechnic Counterpart. By using a qualitative method, it highlights some issues on ESP teachers as discussed in the previous study by Kusni in 2013. They are the educational background of ESP teacher, Professional Development Program, and workload. Through an in-depth interview and questionnaire distribution, it was revealed that, regarding educational background, ESP teachers in The State Polytechnics of Jakarta are divided into two generations. The first generations are those who participated in the Polytechnic Education Development Centre (PEDC) in 1987-1994 and the second generation of ESP teachers are those who never participated in this training program. PEDC somehow has helped the first generation in dealing with ESP teaching-learning process and still considered relevant until today. While the second generation who didn’t have opportunity to participate in PEDC is still struggling in ESP teaching. Their lack of ESP practice and their background as university students have become the barrier to understanding the ESP approach for Polytechnic. To fulfil their responsibility in ESP teaching, the second generation relies merely on autonomous learning and informal knowledge transfer obtained from the first-generation. Concerning the Professional Development Program, ESP teachers are very open to any ESP training. However, the institution has not set up ESP training regularly to help ESP teachers keep up with the demand for ESP. On top of that, as Polytechnic has established English lesson for four to seven semesters, the workload of ESP teachers has increased. This situation somehow has hindered their opportunity for further self-improvement outside the institution. This has caused both first and second generations of ESP Teacher’s competency to remain static because they rely on their existing knowledge to run ESP teaching until today.

**Key Words:** *ESP teachers issues, English for specific purposes, professional development program*

**About the Authors:**

**Nidia Sofa** is an English Language Lecturer who holds a bachelor’s and master’s degree in English Language and Teacher Training, and a doctoral degree in Language Education. Her research of interest is ESP. Email: [nidia.sofa@bisnis.pnj.ac.id](mailto:nidia.sofa@bisnis.pnj.ac.id)

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**Author / Presenters:**

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**Siti Sarah Fitriani**  
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 Universitas Syiah Kuala  
 Indonesia

**“Investigating Students’ Preparation for English Thesis Defence Examination: The Perspectives of Lecturers and Students”**

Thesis Defence Examination (TDE) is a kind of assessment that undergraduate students around the world have to pass in order to graduate from universities. Some students are able to pass the examination satisfactorily because they have good performance, while some others may not be capable to do so due to their poor performance. The issue of poor performance of undergraduate students in the TDE remains a secret among lecturers as the examiners and students as the examinees. Within Indonesian context, this study aims at investigating how students are prepared for the TDE in two subjects, Research Methodology (focusing on written competence) and Seminar on ELT (focusing on oral competence), where the case is taken from the English Education Department of Syiah Kuala University (Unsyiah) which is located in Banda Aceh, the capital city of Aceh province, Indonesia. We involved purposively two lecturers who teach Research Methodology subject, two lecturers who teach Seminar on ELT subject, and five students who already passed these two subjects as the participants in this qualitative research. Interview was employed to gather the data to address the investigation. We consulted Hyland (2004) for the analysis of the teaching and learning of written competence, and Alptekin (2002) to analyse the teaching and learning of oral competence in the classroom activities. The results of the analysis show that there are matches and mismatches of what is taught and what is learned in the subjects based on the lecturers and students’ experiences in the classroom. We found that some activities have hindered students from being competent in their performance in TDE. These results are further elaborated in this paper.

**Key Words:** *Thesis Defence Examination, Poor Performance, English Education Department, Competence, Lecturers, Students*

**About the Authors:**

**Iskandar Abdul Samad** is an alumni of University of New England (UNE), Australia. He completed his PhD degree at this university in 2015. Before completing his PhD at UNE, he had completed his Master’s degree in Applied Linguistics at Macquarie University (MQ), Australia in 2007. Currently, he is a permanent lecturer in

English Education Department of Syiah Kuala University, Aceh-Indonesia. He has been teaching English as a Foreign Language for more than 15 years at this university. His research interest is in language teaching methods and approaches, including the use of genre approach for teaching English as a Foreign Language (EFL) and communicative language teaching generally. Email: iskandar.abdul.samad@unsyiah.ac.id

**Siti Sarah Fitriani** was born in Medan, 24 August 1981. She is a lecturer at the English Language Education Department of Syiah Kuala University, Banda Aceh – Indonesia. She completed her Bachelor degree majoring in English Education at Syiah Kuala University in 2006. She finished her PhD program at University of New England (UNE), Armidale – Australia. Before taking her PhD candidacy at UNE, she had completed her Master's degree in Applied Linguistics at Macquarie University, Sydney – Australia. Her research interest is in literacy, language teaching methods and approaches, including the use of genre approach for teaching English as a Foreign Language (EFL). Email: ssfitriani@unsyiah.ac.id

**Sofia** is a senior lecturer and researcher at the Faculty of Medicine of Syiah Kuala University who has devoted himself from 1999 to the present. Her undergraduate was taken at Syiah Kuala University (1998), Banda Aceh then she continued her study at the University of Science Malaysia, Malaysia (2006) for Master's degree. She took Doctoral's degree at Gadjah Mada University, Yogyakarta (2016). Her experience in educational development has been undertaken since she was appointed as part of education coordinator and Medical Education Unit member at Faculty of Medicine, Syiah Kuala University which started from 2006 to present. Email: sofia@unsyiah.ac.id



**Author / Presenter:**

**Aprillette C. Devanadera**  
Southern Luzon State University  
Philippines

**“Language attitude in English and Filipino of Junior high school students in the public and private schools”**

The main objective of the study is to determine the language attitude of Filipino junior high school students in both English and Filipino. Language attitude as described by Gardner (1985) is the learner’s belief and perceptions that influence their motivation to learn the target language. It was also posited by Gardner (1985) that the learners’ attitude may determine their success or failure in learning and acquiring the language. Several studies claimed that students’ gender has a significant influence to the students’ language attitude; the present investigation provides a different result. It was found out that the participants’ gender does not show a significant difference to their language attitude as both male and female exhibit a high positive attitude in both English and Filipino language. Conversely, the present study further revealed that the schools where the students are presently enrolled have a significant influence on the students’ language attitude. Therefore the researcher suggests that school heads and administrators should recognize the importance of providing the students a learning environment that will encourage more students to have a positive language attitude towards English and Filipino.

**Key Words:** *language attitude, gender, private school, public school*

**About the Author:**

**Aprillette C. Devanadera** is an Assistant Professor I of Southern Luzon State University, Lucban, Quezon. She has completed her Ph.D. in Applied Linguistics at De la Salle University, Manila. She has published, presented and conducted research on psycholinguistics, bilingualism, World Englishes and discourse analysis. Email: aprildevanadera@yahoo.com.ph



**Author / Presenter:**

**Aprillette C. Devanadera**  
Southern Luzon State University  
Philippines

**“China’s Language Policy: A challenge to China’s minority languages”**

This study analyzed the use of Mandarin as China’s official language. The government of China in its attempt to implement the use of Mandarin in all public domains has promoted its use in all government documents, media and broadcasting and also in China’s educational system. The main objective of this study is to provide sufficient information on the current situation of the language policy of China by following Haugen’s (1983) language planning model. The discussions from previous studies which claim that the language policy implemented in China acquired positive attitude from its people is supported by the participant, a Chinese national from Mainland, China who asserts that the use of Mandarin is beneficial and has given great contribution in the intercultural and inter regional communication within China. However the government’s effort on the massive promotion on the use of Mandarin directly poses challenges to minority languages in China.

**Key Words:** *Mandarin, language policy, language planning, Haugen’s (1983) model, Putonghua*

**About the Author:**

**Aprillette C. Devanadera** is an Assistant Professor I of Southern Luzon State University, Lucban, Quezon. She has completed her Ph.D. in Applied Linguistics at De la Salle University, Manila. She has published, presented and conducted research on psycholinguistics, bilingualism, World Englishes and discourse analysis. Email: [aprildevanadera@yahoo.com.ph](mailto:aprildevanadera@yahoo.com.ph)

**Author / Presenters:**

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**Aurizia Duhah Siraji**  
Sulu State College  
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**“The Role of Motivation in the ESL Classroom”**

This study examined the role of motivation in teaching English Language. Descriptive-quantitative research design was utilized with twelve (12) English language teachers at Sulu State College as respondents. With the average mean score of 4.0833 and standard deviation of .54443 is rated as Agree. This means that the Motivation is involved in the sense that a student enrolled in an English language course wanted to learn to speak the English language as a preparation for their future career.

**Key Words:** *Role, Motivation, Teaching, English, language*

**About the Authors:**

**Imelda A. Paraja, MALT-E** - Her field of interest is both language and literature. She Teaches various language and literature subjects. currently, she is a secretary of Sulu State College Faculty Association. She strongly believed that teaching is a noblest profession. Email: imeldaparaja679@gmail.com

**Aurizia Duhah Siraji** is a Director for Research and a Language Professor at Sulu State College. Her Research interests includes the Challenges faced by EFL teachers in teaching English in the Higher Educational Institutions in Sulu as well as an Experimental research on the effectiveness of English language teaching methods in teaching English as a second language in Sulu State College. Email: auriziasiraji@gmail.com



**Author / Presenters:**

**Mantasiah R**

**Yusri**

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Universitas Negeri Makassar, Indonesia

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**“Assessing Language Impoliteness of Primary School Teachers in Learning Process”**

The purpose of this study was to examine the kinds of language impoliteness uttered by primary teachers in English Foreign Class. Some previous studies preferred to conduct language politeness and impoliteness of teacher and lecturer in university and senior high school. Lack of studies focusing on language politeness of primary school teachers is one of the research backgrounds of this study. This is a quantitative study by using descriptive approach. The participants were 100 primary school teachers teaching in 5-6 grades. To measure teacher's language impoliteness, researcher used language impoliteness scale developed by Mantasiah et al. (2019). This scale was developed using theory of language politeness maxim by Brown and Levinson who divided politeness maxims being 6 categories: tact maxim, the generosity maxim, the approbation maxim, the modesty maxim, the agreement maxim, and the sympathy maxim. Level of Language Impoliteness of teacher was divided into 5 categories ( 5= Always, 4= often, 3 = sometimes, 2 = rarely, 1 = never). Finding shows there are 51% teachers are in sometimes category, and 7 % teachers are in often category. It means that most of teachers tend to speak impolitely with the students in EFL class. They considered that it was acceptable, as they did not know the negative effect which can be given rise to by their impolite language. Moreover, teacher tended to violate modesty and generosity maxim than other maxims.

**Key Words:** *Language Impoliteness, EFL Class, Language Politeness Maxim*

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**“Gender-related Differences in the use of Code switching and Code mixing on Facebook”**

Code switching is very common in Arabic speakers because nowadays there are more people learning other languages either for the purposes of communication or due to the chance they got to acquire both languages simultaneously. The purpose of the study was to investigate the effect of gender on code switching by Arabic-English users of Facebook. The corpus selected for analysis included only Facebook posted comments for 20 Facebook users. In this research, it has become an evident that there are gender related differences in the use of code switching and code mixing in Arabic-English bilinguals on Facebook. These differences emanate from several areas including the frequency of use of code alternation and the frequency of it within the topics of postings. The selected postings also showed significant Internet Arabic Language features among the participants in relation to their use of Arabizing and Islamizing.

**Key Words:** *Code mixing, Arabic-English Bilinguals, Arabizing, Facebook*

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**“The Effectiveness of Grammar Translation Method versus Direct Method on the Reading Comprehension among first year college Students in Sulu State College”**

In an effort to establish effective method in teaching reading comprehension for innovative and academic purposes. This study was made utilizing experimental design at Sulu State College Jolo, Sulu. Generally to find out the effectiveness of two language teaching methods on the reading comprehension of first year college students. Grammar Translation Method (GTM) and Direct method (DM) was used in teaching reading comprehension using different reading materials. The teaching lasted for two-weeks. Both methods were started with pretest each and posttests. Utilizing T-test and One Way ANOVA in the statistical treatment of d study concluded that both teaching methods are effective in teaching reading comprehension. The significant differences between the posttest scores of the first year students are indicative of the dominance of effectiveness of the two teaching methods. Grammar Translation Method (GTM) is more effective to be used in teaching reading comprehension than the Direct method (DM) of teaching.

**Key Words:** *Effectiveness, Grammar Translation Method, Direct method, Reading Comprehension*

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**“Developing a Project-Based Academic Speaking Course for EFL Undergraduate Students”**

The paradigm shift from teaching to learning leads to an increasing number of language teachers turn to project-based learning (PBL), an instructional model based on the learning-center theory. Although much has been done, effective learning design that facilitates active learning in EFL academic speaking context is needed. This study aimed to design and implement a project-based academic speaking course for EFL undergraduate students under the principles of PBL. Four projects were developed for a pilot study. Single descriptive case design was used to investigate how the course design and the project assignment facilitated learning and the development of academic speaking skills. Sixty students from two classes participated in the study. Each class has two different project assignments to complete. Results from both quantitative and qualitative data analysis indicated that the course designed was effective in promoting students' academic speaking skills in terms of public speaking, intelligibility, fluency, and accuracy in delivery. Besides, the design is viewed by students as a dynamic and practical way of facilitating learning in an academic speaking course.

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### **“Promoting Cultural Knowledge to improve Students’ ability in Translation”**

Cultural knowledge is one essential aspect that should be considered in doing translation tasks. It needs to find the equivalence of meaning in both source and target languages to avoid misunderstanding or meaning deviation. Translating texts are not simply translating words, phrases and sentences into target language without any adequate knowledge of culture in both languages, especially in translation literary works. It becomes teachers’ tasks to enrich students’ knowledge in the term of target culture. Thus, the research intends to find out the influence of cultural knowledge towards the students’ ability in translating texts into Indonesian. Therefore this research was designed in qualitative quantitative method that wanted to find out whether there was correlation between cultural knowledge as the independent variable and students’ translation ability as dependent variable. The population were taken from 140 students of English and Literature Department, Faculty of Adab and Humanity, Alauddin State Islamic University in Makassar South Sulawesi. The sample were taken from 17 students by using random sampling. The instrument was translation test in which the scores were calculated together with the scores of Sociolinguistics subject through statistics computation “correlation”. The result reveals that there is significant correlation between cultural knowledge and students’ ability in translating texts. It is proved by the result of correlation analysis that indicates the p value is 0.001 less than 0.005 and the value of Pearson correlation is 0.724. It means that the students who had passed the subjects that may improve their cultural knowledge can produce good translation.

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**“Learning Preferences among first year college Students of School of Arts and Sciences”**

Teacher’s awareness on students’ preferences can have beautiful impact and good basis for developing teaching and Learning Strategies. With this, the present study determined the learning preferences using descriptive-quantitative research design with 100 students’ respondents. As a result, majority of students were dependent learners and prefer to learn in the classroom.

**Key Words:** *Students, Learning, Preferences, First year college Students*

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### **“Teachers’ Attitudes toward Teaching English Subjects”**

The study investigated the attitudes of English language teachers toward teaching English. From the findings of the study, it shows that these teachers do not have much difficulty in applying different approaches, methods and strategies in teaching English subjects. Generally, gender did not affect teachers’ attitudes in areas of belief and instructional materials.

**Key Words:** *Teachers’ attitudes, Teaching, English Subjects*

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### **“Enhancing Intercultural Competence among Students of Business English”**

It is undeniable that intercultural communication has, more than ever before, been of global significance as different cultures interact and intermingle in the international community within the context of globalization. Obviously, intercultural competence can foster creativity and boost learning autonomy based on genuine intellectual values. In this context, this research paper aims at investigating the various methods of developing intercultural competence within Business English teaching and learning activities in Danang University of Foreign Language Studies. Based on a quasi-experimental design, this research paper puts forward thoughtful pedagogical recommendations for the realization of enhancing intercultural competence into specific teaching and learning activities in Business English classrooms so as to fully equip students with indispensable intercultural knowledge, skills and attitudes for their potential global business opportunities.

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**“Access, Competence, and Willingness among High School Students in the Context of Online Learning of English: Is there a Gender Divide?””**

Learning English realized in non-conventional classrooms, instead virtually, is increasingly becoming a popular practice especially in the outbreak of the Covid-19 disease which made face to face instruction improbable. As schools consider teaching the English subject virtually, it becomes essential to determine the students’ extent of access to technology, level of technological competence, and willingness to learn the subject in said modality. Toward this end, this study employed a descriptive-quantitative research design using adapted research tools and surveyed 704 high school students with age ranging from 12 to 17 (mean age = 14.58, standard deviation = 0.986). Additionally, as equality is a quintessential goal, and, in most cases, at the heart of research investigations juxtaposing gender with other research variables, this study probed to identify whether gender gap exists across investigated research constructs to draw pedagogical implications.

**Key Words:** *Gender, Access, Competence, Willingness, Online Education*

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**“Challenges faced by EFL Teachers in Teaching English in the Higher Educational Institutions in Sulu”**

This study identified the Common Classroom Problems as perceived by teachers and students in English Language classroom in the Philippines and to recommend possible solutions for effective teaching of English as foreign Language. The population of this study consisted of 20 teachers and 235 students from Sulu State College from the School year 2019-2020. The statistical tools used in analyzing data were encoding the frequencies in computer through statistical package for social science (SPSS).

**Key Words:** *Challenges, Teaching, English, foreign, Language, Philippines*

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**“Initiating Collaborative Action Research to support ESL Teachers’ Professional Growth”**

Collaborative Action Research (CAR) is a systematic inquiry conducted collaboratively among insiders or with outsiders in a natural setting to bring about change in people’s practices. This paper describes the experience of two teacher educators in initiating Collaborative Action Research (CAR) to support two primary school ESL teachers in improving their teaching practice. The paper begins by discussing the role of CAR in promoting teachers’ professional growth followed by the challenges faced by researchers in initiating such research because of their position as outsiders. Data were collected through the researchers’ reflective journals, team reflection, and semi structured interviews of the participants. The CAR conducted further emphasized the need to encourage more collaboration between teacher educators and teachers in ensuring opportunities for dialogic academic discourse that will lead to changes in educational practice. The paper also shed lights on the need to address teachers’ existing beliefs, power relationship, and researchers’ continuum of positionality when considering a research partnership between teachers and teacher educators.

**Key Words:** *collaborative action research, reflective practice, teacher improvement, professional growth, research partnership.*

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### **“Feedback on pronunciation: Vietnamese EFL teachers' beliefs and practices”**

In English classrooms in Vietnam today, teachers are facing with the challenging task of helping their students to improve their performance in English pronunciation. To achieve that end, feedback is believed to be one of the most popular techniques for the teachers. However, the provision of feedback on students' English pronunciation is still limited to several extents for many teachers in the country. This study examines the beliefs and practices of ten teachers teaching English at a non-English-major university in Vietnam. Findings derived from interviews and classroom observations show that though feedback on pronunciation are highly valued by all teachers, their practices of feedback giving diverge greatly in terms of both frequency and approaches, which are confined by teachers' different beliefs of how to give feedback and what pronunciation features to give feedback on. Findings also indicates that teachers are poorly prepared as for how to give feedback. The study concludes with the discussion of several pedagogical recommendations for and implications for teachers training.

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**“The presentations of gender issues in locally produced English textbooks in the EFL context of Vietnam”**

Vietnam is a country which is heavily affected by the ancient Chinese Confucianism; accordingly, not only are men and women biologically different, they are also socio-culturally confined, and thus are assigned with different roles and have different social statuses. As a consequence of such long-standing double standard, Vietnamese government has made a great deal of effort to achieve gender equity, first and foremost in the area of education. This is also a challenging task facing Vietnamese English language teaching in particular. The current study examines how gender contents are treated in the locally produced English textbooks which are currently in use at high school level in Vietnam using the method of text analysis. Findings are derived from summative content analysis of the English textbook series and indicate that male and female characters seem to be equally presented in terms of both frequency of appearance and dominance in mixed-sex conversation; textbook content, however, are found to reveal gender-biased perceptions. The study also includes the discussion of pedagogical implications for teachers practices in English classrooms regarding the treatment of gender content in textbooks.

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**“Incorporating a Corpus and a Keyword List to Unveil Self-regulated Learning Strategies Exhibited by EFL Learners”**

This research proposes a method of utilizing a corpus to find an interesting keyword list representing self-regulated learning strategies (SRLS) that were extracted from a teacher’s diary. The method may be used as a supplementary approach to examine SRLS manifested by students who learn and perform speaking tasks when they study English as a Foreign Language (EFL). Corpus linguistic techniques have been used in various studies of text analysis. Yet, they have seldom been applied to explore SRLS employed by foreign language learners while studying English. In this study, a keyword list was obtained by comparing text from the teacher’s diary containing SRLS employed by EFL learners against two reference corpora: The Brown corpus and the British National Corpus (BNC). The keyword list was used to identify concepts pertinent to the use of SRLS and then the roles of the representative keywords were interpreted by analyzing the data. The sentences containing keywords such as textbook(s), script(s), group, mobile, notes, phone(s), and online reflected self-regulated learning strategies employed by EFL learners. All in all, the EFL learners mainly used memory strategies and seeking assistance strategies to accomplish speaking tasks while learning the English language. The results created a better understanding of how EFL students incorporated SRLS into their language learning process and revealed that the proposed method was efficient for investigating the SRLS employed by EFL learners.

**Key Words:** *EFL learners, English language corpus, keyword list, self-regulation*

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#### **“English translation of existential processes from Indonesian: A study of three translator groups”**

Systemic functional linguistics views clauses as processes realised through a verbal group. Out of six process types, the study attracted to the existential processes as the only verbal process that does not have a clear referent in a sentence. Although the existential processes exist in Indonesian and English, the translators generally find difficulties with finding the definite subject of this clause in the target language. To explore the problem, the study recruited three translator groups (accredited, teacher, and student translators) and investigated the linguistic realisations of their English existential processes translation from the Indonesian Thesis abstract of an Islamic study. Based on the Halliday’s transitivity analysis, it showed that translators generally produced various verbal processes than the existential ones. The further report showed that the accredited translator group dominated the production of English existential processes than the other two translator groups while other verbal processes were invariably created by all translator groups. Out of four existential clauses in the source language, the translators generated different target verbal processes but mostly dominated by relational processes for clause one, two, and four, and material processes for clause three. Also, six new translated English existential processes were identified to have shifted from other process types. The study concluded that the process shift from existential to other types of processes occurred as a common phenomenon to achieve translation equivalence. However, the study suggested that this linguistic re-contextualisation should consider not only the source language form but also the aspects of meaning embodied in the forms. From the language acquisition perspective, it implied that translators as the language practitioner should take into account both structural and semantic properties of a language.

**Key Words:** *translation, existential process, transitivity analysis*

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**“Problems in data collection and analysis: A lesson learned from on-going fieldworks of PhD students in an Australian University”**

Data collection and analysis are two crucially interrelated steps in doing research. The issues in both research stages remain diverse and continue to be problematic from one study to another. To fill the void of contemporary research in the field, the present project was based on the interview study investigating problems in gathering and analysing the research data encountered by four on-going International PhD students from Indonesia studying in an Australian university. In data collection, the study discovered issues with participant recruitment, capability, culture, commitment and cooperation; in a meanwhile, two issues of research tool familiarity and data management were found in data analysis. Our further analysis concluded that the problems in data collection and analysis above were rooted in the conceptual and practical incomprehensibility of data collection and analysis, the mastery of research tool application, and cultural factors. Although some studies may have different problems of data collection and analysis, the study offered the references of similar problems to be avoided for future research.

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**“Students’ Perceptions on the Use of Online Learning Platform at English Education Study Program at IAIN Palopo, Indonesia”**

Due to the COVID-19 pandemic, English education Study program at IAIN Palopo students have to follow the subject through the use of online learning. Thus, some online platforms are widely used by English lecturers in teaching and learning such as Google classroom, Zoom, Google meet, Whatsup group etc. This study focuses on students’ perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom at English education Study program at IAIN Palopo. The research involved 40 participants consisted of English education Study program at IAIN Palopo students from various semesters. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The results of the study indicated that majority of participants considered the use of online platforms in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using those online platforms, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

**Key Words:** *Students’ Perceptions, Online Learning Platform, English Learning*

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**“Entering the Virtual Classroom, Leaving the Physical One: Analyzing High School Teachers' Attitude and Willingness to Digitally Teach”**

The Covid-19 pandemic made online schooling the only viable means to continue the education of the young. Online teaching is a common practice at the tertiary, not at the basic level of education. Against this, determining high school teachers' attitude toward online teaching and their willingness to do so essentially important as these eventually determine the quality of online teaching. Thus, this descriptive-quantitative-correlational research enlisted 475 permanently employed teachers of the basic education. Through the use of an adopted research tool, data collection was performed through the use of an online application. The study disclosed interesting results. Moreover, implications are herein provided.

**Key Words:** *Virtual Teaching, Attitude, Willingness, Teachers, Online Teaching*

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**“Letting go of the chalk, reaching for the mouse: Exploring Teachers’ Technological Competence and Readiness for Online Teaching”**

Teachers, over the years, have developed habits and skills requisites for the effective performance of face to face instruction; however, the new teaching modality which is technologically dependent demands new sets of competence to be realized. With the present demand for online schooling brought about by the Covid-19 pandemic, teachers are pressed to host virtual classes. This takes to the fore the necessity for exploring teachers’ technological competence in handling digital classes, and their readiness to migrate from the traditional teaching practices toward its digital counterpart. Implications are presented herein.

**Key Words:** *Virtual Teaching, Technologic Competence, Readiness, Teachers, Online Teaching*

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**Author / Presenter:**

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**“Learning English Virtually: Second Language Learners’ Technological Access, Competence and Attitude”**

This study investigated the attitude towards online teaching of English, technological access and competence of English as second language learners (ESLs). Moreover, the study intended to determine whether a significant relationship could be drawn among variables. The study quantified the use variables through the utilization of adopted research tools. The study enlisted 437 senior high school students. Interesting results and implications of the findings are provided herein.

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**“Remedial Lessons Addressing Common Errors in Writing Composition in Filipino among Grade IV Pupils”**

This study attempted to find out the effective remedial measure in lessening the common errors in writing composition in Filipino among Grade IV pupils of Southern Support Command Elementary School in school year 2013 – 2014. It used the one-shot case design (pre-experimental) involving 50 pupils. Frequency and percentage were used in the analysis of data. In addition, the findings indicated that the common errors of the grade IV pupils in writing composition in Filipino were tenses of verbs, sentence structure and spelling of words. The most effective remedial measure in lessening common errors in Filipino composition writing was the sentence combining approach, since it has the most reduced number of errors with 164 or 17.92%. The changes achieved by the pupils were the techniques in writing composition and their ability to write composition in Filipino. Recommendations are provided herein.

**Key Words:** Remedial lessons, common errors, composition, writing, Filipino

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#### “Comparison of the Features of Mixed-Gender Friends’ Conversations in Face-to-Face and Online Modes”

Conversational features have been investigated in past conversational analysis research but very little effort has gone towards comparing conversational features in mixed-gender conversations. This study therefore aimed to analyse and compare conversational features of mixed-gender friendly conversations among Filipino interlocutors. Twenty mixed-gender conversations were gathered purposively from 20 unique individuals with different gender, age, and level of closeness with each other, all of whom were university students at the time of data gathering. After collecting conversation data, gaining consent, and transcribing spoken data to text, analysis was carried out with reference to Dita’s (2011) analytic framework. Five commonly used features were observed, namely self-disclosure, changing the topic, term of endearment, agreement and dissent, and listening and attentiveness. Self-disclosure was most predominant among these and was more common in face-to-face than online conversations. Women tended to self-disclose more often than men. Although less commonly used, changing the topic was more observable among men than women and in online conversation than face-to-face. Expectedly, face-to-face conversations were found to be richer in terms of the conversational features used by interlocutors in this mode. **Key Words:** *mixed-gender conversation, conversational analysis, conversational features, self-disclosure, language and gender*

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#### “Gender Differences in Refusal Speech Acts of Filipino College Students”

The relationship between gender and refusal strategies among men and women has been a subject of inquiry of previous studies, although results were inconclusive. This study examined the difference between male and female’s refusal strategies, including comparison between same-sex and opposite-sex refusals. A total of 150 students from a university in Manila, Philippines participated by answering an online written discourse completion test adapted and modified from previous studies. The DCT was composed of ten scenarios divided into (a) refusals towards the same sex and (b) refusals towards the opposite sex. Data were analysed using a coding method adapted from Beebe et al. (1990), which provided keywords for different categories of refusal strategies. Results revealed that regardless of the gender the most commonly used refusal strategy was [statement of regret] with approximately 35% of the participants that utilized this strategy, followed by [excuse, reason, explanation], [negative willingness], and [gratitude, appreciation]. It appears that most college students are more regretful in refusing as well as empathetic to the inviter or the person being conversed with rather than being explicitly dismissive in refusing. This study also found that female college students value politeness and appearing less face threatening once refusing to achieve successful communication, whereas male college students tend to be more direct and straightforward in expressing their refusal as a mode for their communication.

**Key Words:** *gender differences, refusal strategies, speech act, discourse completion test*

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**“Chavacano Verbs that Refuse to Express Bona Fide Verb Functions: Instances of Non-finiteness”**

Framed from the Substratist and Superstratist Hypotheses in creole formation where the superstrate and substrate languages contribute properties to the creole, this paper claims that Zamboanga Chavacano expresses nonfinite verbs with the following inflectional realizations: -ndo, -da, and -r. In the initial analyses, -ndo surfaces in sentences functioning adjectivally or adverbially; -da has a nominal function; and preceded by prepositions *sin*, *al* (not obligatory), *de(l)* or *por*, -r per se behaves nominally, but functions adverbially as a prepositional phrase. When prefixed by the morpheme *maka-*, the lexical item is rendered adjectival. This paper claims that the foregoing features exhibit a Spanish provenance, yet Zamboanga Chavacano has managed in the course of time to express nonfinite constructions without a portrayal of the superstrate dependency. As is typical of creoles or languages showing virtually bare inflectional proclivity, the Chavacano structure orders serial verb constructions where the verbs succeeding an adjective in the construction manifest an infinitival property. Likewise, infinitives can succeed the preposition *para* without the morpheme -r. The data were gathered via (a) introspection of the researcher as a native speaker of the language, (b) manually recorded natural conversations, (c) elicitations, and (d) grammaticality judgment. Native speakers of Chavacano chosen purposively were given prompts to elicit responses pertinent to the syntactical structure investigated. They likewise had to carry out a grammaticality judgement on separate sentential constructions, and the instrument was validated by native speakers for correctness. It is claimed that Chavacano exhibits non-finiteness with traces from its superstrate language functioning both similarly to it and uniquely on its own, and with structures evidencing detachment from it. Furthermore, Chavacano infinitives whose origin is Spanish behave differently from those whose origin is otherwise non-Spanish.

**Key Words:** *Zamboanga Chavacano, superstrate, non-finiteness, verbal*

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### **“EFL learners’ Perception in the Implementation of Project-based Learning to Enhance Language and the 21st Century Skills”**

The outcome of learning is not only for an achievement of academic skills, but also social skills which are necessary in preparing learners to the real world in future are needed. This current study designed to integrate project-based learning (PBL) to an EFL classroom in Thailand. The activity aimed at development of students’ performance in English skills and promote the alternative 21st century skills through the process of project work. Perception of participants on the adoption of PBL was gathered and described in the study. Totally, 104 students worked in small groups (4-5 students) for 15 weeks to create a project work that can be the practical solution of a certain problem in agriculture. Information obtained from questionnaire showed positive feedback on the integration of project-based leaning in English class activity which is able to enhance the improvement of English skills and empower the 21st century skills, especially in learning and living skills. Majority of participants mentioned that project-based learning activity engaged them to develop better life skills -collaboration, flexibility and adaptability skills and also increased the better level of responsibility and confident in language learning.

**Key Words:** *project-based activity, 21st century skills, English language skills, GEN Z learners*

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#### **“Mix Code and Second Language Acquisition Study of the Use of Social Media in Digital Natives Children in Indonesia”**

The trend of Indonesian people as speakers of the official language of Indonesia is to write status confusion, current information, quotes, by mixing using English on social media. This has an impact on the acquisition of a second language for digital natives. The purpose of this study is to (1) explain the forms of mixed-use of B1 to B2 codes in social media posts, (2) explain the factors causing the use of mixed B1 to B2 codes and (3) describe the mastery of second language features as a result of using mixed codes. This research uses descriptive qualitative analysis method. Data in the form of Code Mix were obtained on secondary data from social media Facebook and twitter on written posts with COVID-19 content. The results obtained include the intensity of the use of mixed code B1 and B2 in social media, the type of code mix used (mixing in, out and mixed codes), mixed forms of codes (in the order of words, phrases and clauses. Sentences). Factors that influence the use of code-mixing are divided into 2 namely (1) speaker factors such as prestige and showing off language skills, (2) linguistic factors such as limited use of codes, use of more popular terms, speaker and personal speaker, speaker partner, speaker mode, speaker mode, topic, function and purpose, variety and level of language speakers, the presence of a third speaker, the subject of the speaker and to arouse a sense of humor. The language features that can be mastered after the use of mixed codes such as the accuracy of orthographic use, word selection, word form, word order, sentence structure, to the structure of a coherent paragraph. The results of this study provide an overview of language acquisition through social media.

**Key Words:** *code-mixing, digital natives, language acquisition, social media*

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### **“Exploring Study Habits of Nursing Students toward Learning English Language in Sulu State College”**

The efficient and effective way of learning depends largely on study habits of the students and gradually influence their academic achievements. The Purpose of this study is to discover the study habits of nursing students in learning the English Language. Both qualitative and descriptive methods were used in this study. First, the students were interviewed their study habits and then the researcher put it into a questionnaire checklist. Using the SPSS, the study found that majority of the students answered that English fluency is important in the nursing professions especially when you go abroad. However, majority also answered that it is hard to speak the English language.

**Key Words:** *Exploring, study habits, nursing students, learning, English language*

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**“Cross-linguistic Influence of the First Language: An Analysis of Language Transfer in the Syntactic Level in the Written Production of Second Language”**

Philippines, being a multicultural and multilingual country with more than a hundred languages, has Filipino as a national language and is taught as a subject in elementary to college. When K-12 curriculum was implemented in 2012, Hiligaynon, another major language spoken in the Western Visayas region in the Philippines, was also introduced as a subject in cognizant with the K-12 program. First Language (L1) has a role in second language learning, and with the structure of the first language influencing the learning of another language, interlanguage develops. This paper aimed at identifying the observable linguistic pattern of interlanguage between Hiligaynon and Filipino in verb production in the syntactic level. Using students' written outputs, this study pursued at understanding the learning difficulties of students in learning the target language (Filipino), and analyze the factors behind the occurrence of interlanguage at this level. Finding shows that interlanguage happens in verb inflections between Hiligaynon and Filipino. The similarities of the affixes of the verbs in the perfect, imperfect and contemplative aspects of verbs in both languages play an important factor in the interlanguage development of learners. These similarities causes interchange in the usage of affixes in the target language in the process of languaging. An analysis of the inflectional patterns on verb revealed the learning difficulties of the learners which can address several pedagogical implications in language teaching, which can also lead to standardization the processes in Filipino language. Findings can help teacher approach teaching Filipino to Hiligaynon speakers while considering how learners' L1 (Hiligaynon) affects the learning of L2 (Filipino). These finding may also help English teachers guide their students as English is also taught in the Philippines from elementary to college.

**Key Words:** *Interlanguage, Verb Inflections, Cross-linguistic Influence, Interlanguage in Verb Production*

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**“Shifting in Reading Culture of Young Reader: The Reading Behavior of Upper Primary School Students in Digital Era”**

Reading is a medium through which academic excellence can be achieved. Due to their importance as the determinant factors of academic success, reading habit and reading culture have to be promoted in the classroom. Internet has affected the primary school students' reading behavior in two ways. On one hand, internet grants easier access for children to a variety of reading texts that can improve their interest in reading. On the other hand, internet offers various types of time-consuming games and shows that lead to the students' ignorance of reading. The present study aimed to reveal the upper primary school students' reading behavior in the digital era across gender. Upper primary schools were selected as the locus of the study because according to the theory, students at this age are at the early period of applying reading skills into learning, instead of learning to read. This study employed a quantitative descriptive-comparative approach. The data were gathered from 232 six grade students from three districts in South Sulawesi, Indonesia. Data collection was performed through survey using a semi-open questionnaire. The questionnaire contained some alternative answers. The students were provided with an opportunity to write their own answer if the alternatives were not in line with their opinions. The data were analyzed using a descriptive comparative technique.

**Key Words:** *young readers, teaching reading, reading skills, digital era*

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**“The Efficacy of Using Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading Skill to the Students at English Study Program, Nusa Cendana University, Indonesia”**

This research focuses on the efficacy of using Cooperative Integrated Reading and Composition (CIRC) technique in Teaching Reading Skill to the Students at English Study Program, Nusa Cendana University. The problem statement of this research namely: Is the use of CIRC technique effective to improve students' reading skill at the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, Nusa Tenggara Timur (NTT) Indonesia?. This research is expected to strengthen the theory of cooperative integrated reading and composition (CIRC) technique in Teaching Reading Skill in Indonesian University. In addition, it is expected to be a reference for lecturers to apply the cooperative integrated reading and composition (CIRC) technique in teaching reading skill. This research was conducted at the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, Nusa Tenggara Timur (NTT), Indonesia. The total number of samples was 25 students. The research used a pre-experimental method with pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading and the post-test given to find out the students' improvement in reading skill after giving the treatment through Cooperative Integrated Reading and Composition (CIRC) technique. The findings shows that teaching reading through Cooperative Integrated Reading and Composition (CIRC) technique Skill to the students at English Study Program, Nusa Cendana University is effective. It is supported by the result of significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to teach reading through Skill to the Students at English Study Program, in Indonesian university especially at Nusa Cendana University.

**Key Words:** *Cooperative Integrated Reading and Composition (CIRC) Technique, Teaching Reading Skill*

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### **“Implementing Integrated Strategy to Improve Students’ Speaking Skill”**

The study dealt with teaching speaking to the students of IAIN Ternate by using an integrated strategy to improve their English speaking skills. The strategy was implemented through classroom action research (CAR) covering four steps: planning, implementing, observing, and reflecting done in the cyclical process. The implementation involved three major stages of learning English, namely discussing topics in the different groups, summarizing ideas in a simple summary, and presenting ideas summarized. The students’ achievement in cycle 1 indicated unsuccessfulness because their results did not match the criteria of success, both their average score reached only 75.45 and their involvement categorized as “mid”. Therefore, cycle 2 was conducted by revising the plan. In cycle 2, the students’ average score was 82.54 and their active involvement during the class was “high”. It shows that they were successful and the integrated strategy was effective because the results met the criteria of success.

**Key Words:** *teaching, speaking, integrated strategy, Islamic studies*

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### **“Speaking Ability in the English and Filipino Languages among Elementary Learners”**

The ability to speak is the skill that makes human beings superior and different from other species of living beings. This ability that is also known as one of the macro skills is a complex cognitive and linguistic skill. In the K to 12 curriculum, the ability and learning of the learners is being assessed through oral performance. This is may be done by oral recitation, debate, oral presentation and the like. It is in this light that the researcher conducted this study which primarily aims to assess the level of the speaking ability of the selected elementary learners in one of the divisions in Zamboanga Peninsula, Philippines. The 180 selected participants which were chosen using total random sampling are all coming from public elementary schools in the Division. Using the standardized series of pictures taken from the Language Expressway, pupils formed a story about the pictures and narrated it orally. Three (3) language teachers who are teaching in the Grade six classes served as the rater following the DepEd Order no. 8 series of 2015 as their tool in rating the speaking level of the learners in both languages. Based on the tabulated scores, the respondents got a mean score of 73.219 in English and 78.965 in Filipino language. The findings revealed that the respondents have a higher speaking ability in Filipino language compared to the English language. The data also shows that there is a significant difference in the respondents' score between the two languages tested. This means that the learners did not meet the level of speaking ability in English which is expected to a six Grade learner in the Philippines, however, the respondents have a fair level in their speaking ability in Filipino language.

**Key Words:** *speaking ability, English language, Filipino language, elementary learners, DepEd Order no. 8 series 2015, K to 12 assessment*

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### **“Speaking Ability of Grade 12 Public Senior High School Students”**

This descriptive research ascertained the extent of factors affecting speaking ability of 150 grade 12 public senior high school students, school year 2018-2019. The mean and standard deviation were used to determine the extent of Teacher, School, Student and Home/Environment Aspects, while t-Test for independent samples and One-Way ANOVA were used to determine the significant differences in students’ perceptions of factors affecting speaking ability. This study found out that teacher, school, student and home/environment aspects were highly affecting students’ speaking ability. Except in average monthly family income, in terms of sex and parents’ educational attainment, respondents differ in their perceptions towards the extent of factors affecting speaking ability. This particularly study tends to support Brown, H.D. (2007) theory of “Constructivism” which stresses that although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment.

**Key Words:** *Factors, Speaking Ability and Students*

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**“Teaching Narrative Writing through Genre Based Approach with Video to Indonesian Senior High School Students”**

This research aims at finding out the efficacy of teaching narrative writing through genre based approach with video as media to Indonesian Senior High school students. The main question of this research: Is the application of genre based approach (GBA) with video as media effective in teaching narrative writing to Indonesian senior high school students?. The significances of the research are (1) this study can be an addition in the persisting teaching narrative writing through genre based approach with video as media to Indonesian Senior High school students.. (2) this study will also be helpful to curricular designers to integrate ICT for teaching and learning writing to Indonesian EFL students. This research was conducted at the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with pre-test and post-test design. The pre-test was given to find out the basic ability of the students in writing and the post-test given to find out the students' improvement in writing narrative text after giving the treatment through genre based approach with video as media to Indonesian Senior High school students. The findings shows that teaching narrative writing through genre based approach with video as media to Indonesian Senior High school students is effective. It is supported by the result of significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to teach narrative writing through genre based approach with video as media to Indonesian Senior High school students.

**Key Words:** *Genre based approach, Indonesia EFL Students, Short Video, Teaching Narrative Writing*

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**“Bloom, Bono, and Bean: Implementing Higher Order Thinking Tasks at the Pre-writing Stage”**

In recent years, higher education institutions around the world have shifted their attention from producing graduates with high grades to creating citizens who possess the skills of thinking critically. One such attempt to foster critical thinking is to use higher-order thinking tasks that provoke students to think. This paper describes the results of a study that was aimed at finding out how the students would respond to the higher-order thinking (HOT) tasks given in a writing workshop series that they were invited to participate in. The HOT tasks were designed based on the theories and concepts by Benjamin Bloom, Edward De Bono, and John C. Bean respectively. The authors adopted the qualitative, multiple case study approach, where each of the nine purposefully chosen pre-university ESOL students from a Malaysian university was chosen as an information-rich case. These participants were asked to engage in the HOT tasks at the pre-writing stage before writing an essay on a given topic. Video recordings of the students' responses to the HOT tasks during the pre-writing stage revealed that they were thinking critically while completing the tasks. This was supported by the interviews of the participants, who felt that the tasks helped them to think about the issues related to the topic before writing it. The authors believe that giving students HOT tasks at the pre-writing stage will help to promote critical thinking skills among their students.

**Key Words:** : *Higher-order thinking, Critical thinking, Academic writing, ESOL students.*

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**“IAU Preparatory Year Students: Sentence Structure Errors in Written English”**

The purpose of the present study is to examine and analyse written sentence structure errors frequently observed to be committed by IAU Preparatory Year students. Writing Portfolio Assignments of Health, Engineering, and Science students are selected to be analysed. This research focuses primarily on sentence grammar because the researchers have found that errors in Preparatory Year EFL students’ sentence construction may lead to readability problems in their future Academic Writing. Forty Eight pieces of writing assignments produced by beginner, intermediate, and advanced students are described, analysed, and interpreted following a procedure of error analysis conducted to identify the most predominant areas of structural problems. Corder (1976) Error Analysis in EFL writing is adopted as a scientific method to proceed with students’ sentence structure problems. Problems with sentence construction (simple, compound, and complex sentences), sentence fragments, long run on sentences, and clausal relationships (coordination, subordination) are the focal features of analysis. Statistics are provided to show the rate of error occurrences in the collected data. Errors such as wrong punctuation and construction problems with compound and complex sentences (40%), isolated adjectival post modifying relative clauses (15%), parallel structure problems (7%), imperative instead of declarative sentences (7%), redundant use of same subject (6%), fragment structures (5%), deletion of the verb ‘to be’ (4%), main verb missing (3%), and other errors (12%) are the most recurring mistakes. The provided findings of this study open up horizons for further research on grammatical errors such as word order mistakes, subject verb concord, modal verbs ... etc.

**Key Words:** *Writing, sentence, grammar, errors, analysis*

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**Author / Presenters:****Ansa Hameed****Ismat Jabeen**Prince Sattam bin Abdulaziz University Alkharj  
Saudi Arabia**“Triggering Cognition for Creativity in EFL Classrooms: An Exploratory Study on use of Infographics for teaching writing skill”**

Creative writing is an imperative prerequisite in EFL contexts with emphasis on developing cognitive abilities of students for delineating ingenious ideas on paper. There are numerous techniques that have been introduced for the purpose and one of these influential practices is use of infographics. Infographics is a potent way to combine visuals with brief descriptions to trigger the cognition of the learners; and thus paving ways for creative ideas and enhanced imagination, delivered in the form of writing. Keeping in view the efficacy of infographics, the present research intends to explore its practicality within EFL context of Saudi universities. For the said purpose, an exploratory study has been designed with primarily a quantitative approach. In the first phase, an experimental study is conducted with a controlled group of EFL undergraduate students in Prince Sattam University; whereas in the second step, students' perceptions have been recorded through a questionnaire. The data gathered in pre-test, post-test and questionnaire is analyzed using statistical methods and is presented in tabular forms. The findings disclose that infographics have potential to improve creative writing skill of the students at large. Moreover, the students find it an attention-grabbing way to contemplate about new ideas. The study endorses that infographics can be used as an effective strategy in EFL context of Saudi universities to enrich students' creative writing skill.

**Key Words:** *Infographics; creative writing; EFL context; experimental study*

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**“An Innovative Data-driven Approach to Studying Writing Progression in EAP: A Case Study in Hong Kong”**

Using ‘big data’ in writing progression studies is rare. Difficulties with participant recruitment for longitudinal studies have often resulted in a small sample size for quantitative analysis. With the emergence of learning analytics and readily-available data in learning management systems, this study utilizes big data in a progression study of over 4500 students who took a basic EAP course followed by an advanced one in a university in Hong Kong. The findings suggest that analytics studies can provide a range of insights in course design and strategic planning, including how students improve in the use of language and citation skills. The progression of students who took two EAP courses with different time lapse in between the two courses and who made different levels of course achievements can now be studied using a big-data analytics approach. Further, studies using mega-sized datasets are more generalizable than previous studies with smaller sample sizes. These results indicate that data-driven analytics can be an innovative approach that bring opportunities to writing progression studies.

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### **“Expressive Skills among Elementary-grade Learners: A Correlational Design”**

Speaking and writing which are also known as expressive skills are among the very important skills that need to be assessed and developed. We use these skills to communicate our thoughts and feelings with others, express our ideas, and to know others' ideas as well. That is why, many researchers took time to investigate these macro skills. This investigation employed a quantitative-correlational design which primarily aims to determine the extent of proficiency of the expressive skills and find out if there is a correlation between their speaking and writing skills of the selected six grader pupils in one of the Divisions of Zamboanga Peninsula. The research enlisted 180 pupils from different public schools in one of the Divisions in Zamboanga Peninsula. Using the standardized series of pictures taken from the Language Expressway, the pupils formed a story about the pictures and narrated it through speaking and writing. The researcher recorded the speaking narration and written narration of the pupils and which were rated by the three (3) Grade Six language teachers who have more than 10 years teaching experience. The respondents scores were then interpreted using the assessment matrix of the Department of Education Order no. 8 series of 2015. The data revealed that the respondents' over-all speaking level is 73.219 while their writing level is 67.867 which means that the respondents' speaking and writing skills did not meet the standard level which is expected of a Grade six pupil in the Philippines. In addition, the study disclosed that there is significant relationship between the respondents' speaking and writing skills.

**Key Words:** *speaking skill, writing skill, expressive skills, elementary students, macro skill*

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**“Online English Classes for Young Learners During COVID-19: Voices of Teachers and Parents”**

The recent pandemic COVID-19 has brought a drastic change into teaching and learning around the world. Almost all educational institutions have shifted to the online mode of teaching so that the students do not miss any academic year. In Bangladesh, such a mode of teaching was never introduced at the mass level earlier and that is why it was quite a challenge for the teachers to properly conduct online classes initially. In some cases, the teachers who did not have a certain level of technological expertise in using online teaching platforms, experienced more issues in conducting classes. This qualitative study aims to highlight the problems that teachers and parents of ten young learners faced during the course of their online classes. The semi-structured interviews of five English teachers and ten parents revealed that many young learners could not follow technical instructions of the teachers well that compelled the parents to sit beside their children constantly. Moreover, this study reports on the experience of teachers on communicating and coordinating with students in online platforms in a developing country where full-fledged online teaching mode has not been implemented before. Such a reciprocal interaction among teachers, students and parents in online platform, provides the scope for rethinking about parental involvement framework of online teaching (Curtis 2013) in an English for Speakers of Other Languages (ESOL) context where parents' digital skills as well as English language skills play an important role in supporting students' academic achievements. The findings of the study have implications for planning online English courses for young learners in an ESOL context where online teaching is quite new.

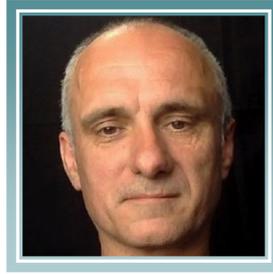
**Key Words:** COVID-19, Online classes, Young Learners, Digital Bangladesh.

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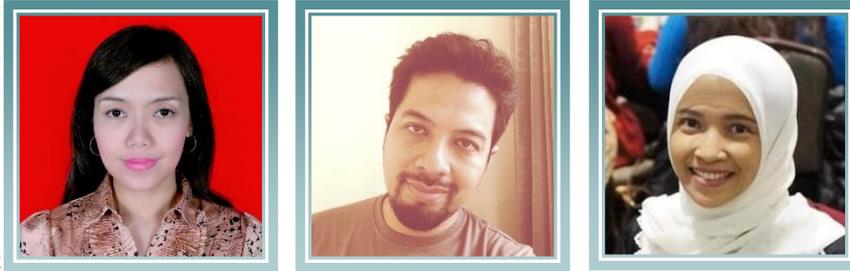
### **“The View of the Philippines from One English Language App”**

The paper provides an understanding of how an English grammar app has been used in the Filipino mobile context. The research analyzed the usage of approximately 15,000 users across the Philippines. The data was gathered using the Google Analytics API which was embedded inside the app. The study identifies the key parameters of the targeted mobile assisted language learning (MALL) app’s activity. Firstly, the paper looks at the primary purpose of usage. Secondly, the study examines the location of usage at the regional municipal and city level. Thirdly, the research reveals the timing of activation, such as the typical hour of the day and the days of the week. Finally, the data is analyzed for the duration of activity and frequency of activity. The paper clearly identifies Filipino mobile education hot-spots and modes of study. The paper’s conclusion suggests a potential near-future collaboration between MALL research and second language acquisition research. Mobile learning provides a powerful tool for moving into and out of a variety of environments and situations. The paper discusses how situated learning empowered by assistive technologies could provide a means to support the optimized learning of EFL/ESL in the Philippines.

**Key Words:** *MALL, SLA, The Philippines*

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**“Designing Android-based E-rubrics for Peer Assessment”**

Previous research has shown that peer assessment has beneficial effects on students’ learning. Inspired by the need of students to involve peer assessment for gaining some constructive feedback of their work such as in translation and writing courses, we developed an android-based e-rubric. Android was favored as the assessment platform due to its customizability and affordability. Two classes of English Department with approximately 54 students participated in this research. Interviews and focus-group discussion were conducted to obtain data for needs analysis and users’ feedback, whereas the online survey was done to measure the students’ satisfaction. The e-rubric was developed through eight stages: (1) needs analysis, (2) development of rubrics, (3) expert validation, (4) creating the e-rubric app, (5) implementation, (6) users’ feedback, (7) product refinement, and (8) survey of users’ satisfaction. The results show that the developed e-rubric app is useful for supporting collaborative works among students as it allows them to determine each other’s strengths and weaknesses. Moreover, the android platform gives them a handy-and-engaging experience for completing the assessment. In this paper, we review relevant literature justifying the development of the app, outline the formulation steps, and explain how the app can be used in classroom. Taking the limitations of the app development into account, we propose some recommendations for future research.

**Key Words:** *e-rubrics, android-based assessment, online teaching, peer assessment*

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**“Cognizance of using Audio Visual Aids by the Rural Technical Graduates: Implications on Comprehensibility and Learning experiences”**

Advent of technological and scientific innovations has brought dominant changes in imparting the four language skills (LSRW) in teaching ESL to the learners of 21st century. The technology has embedded and enriched greatly with audio visual, image, text, GIF aids in the contemporary world. It has bridged the gap existing in the conventional mode of teaching and learning English as a second language. Despite several misconceptions among teachers of English about the use of technological aids and web tools as an aid in teaching, it has kept predominantly providing better teaching experience, learning experiences, changing the pace of teaching methodologies, and different pace of learning experiences too. Emphatically, such technological implications like audio visual aids have been used amongst the group of learners (Pre University Course students-PUC) and B.Tech 1st year students at RGUKT-IIIT Basar over a period of time and discovered the hidden talent of the students impactfully. The remarkable achievements the students made by using audio visual aids in the RGUKT University is improving English language comprehensibility and winning the first and second international NASA space competition prizes. Thus the present study focuses on how audio visual aids assisted in shaping the comprehensibility, speaking, reading and listening comprehension abilities of Mandal toppers and allowed them to compete with students across the globe. The paper also focuses on the challenges and barriers over come by the target group and how did Telugu medium (a regional medium at SSC) students who had very less exposure to English at schooling enabled them to compete with world class students and succeed in bagging the most recognized NASA international space competition prizes.

**Key Words:** *ICT, digital content, audio visual aids, shaping the comprehension, virtual images....etc*

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**“A Tausug – English Word Translator Application with Proper Pronunciation in American or British Accent”**

Our own dialect is the best way to use in learning English language. People can easily understand the words by translating it to their own dialect than explaining to them the meaning of the words. The purpose of this study is to provide a user-friendly android application act as dictionary for Tausug people which help them learn to speak English language with a proper pronunciation as there is no Tausug English Dictionary provided for Tausug people in Sulu, Philippines. Both qualitative and SDLC approach were used in this study. The researcher conducts a survey with a questionnaire to Tausug people focusing about why that is hard for them to learn and how they can easily learn English language? As a result, most of them answer that translating the language to their own dialect is the effective way.

**Key Words:** *Tausug language, English Language, Translator, Pronunciation, Android Application.*

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**“All-in-one English Learning Device for Children”**

The most effective way to learn English is during childhood day. Children are used to copying what they heard and saw. You can build on what your child is learning while playing a toy or games for kid, watching video and playing songs and connect it to their own experiences. The objective of this study is to provide all in one English language learning device for children and help parents teach their child speak in English language. The researcher uses the designed thinking process, validation process and SDLC in conducting the research study. Also qualitative research method was applied. Conducting survey and interview, validating the result and pivot for the efficient and reliable output will come up to this study. As the result, parents really want to have this kind of device.

**Key Words:** *English Language, Toy, Games, Video, Songs, Children, Device.*

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**“A Corpus-Based Study of Vocabulary Problems in IAU Preparatory Year Students’ Writing”**

This corpus-based study aims to examine the types of vocabulary errors committed by the IAU Preparatory Year students in their General English and English for Academic Purposes (EAP) writing assignments. One hundred writing assignments produced by Health, Engineering, and Science students are collected, analysed and interpreted quantitatively and qualitatively. First, grammatical and lexical collocations (adjective + noun, noun + noun, noun + verb, verb + adverb, verb + preposition, and verb + expression with preposition) are investigated and interpreted. Second, lexical appropriacy in terms of style and register is described and explained. Third, restricted use of vocabulary, inadequate lexical choices (heavy content words versus function words, style relevant vocabulary, and repetition) are probed and analysed. Software namely AntConc and TagAnt are used to carry out data-driven analyses. The researchers have observed that students face problems with collocations (particularly with adjective + noun and verb + preposition), stylistically inappropriate lexemes, very limited vocabulary range, and repetition. More emphasis should be put on teaching types of collocations identified in this study, on encouraging the use of varied vocabulary, and on drawing students’ attention to vocabulary errors such as repetition and improper degree of formality.

**Key Words:** *vocabulary, problem, written English, collocation*

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## INDEX

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
033	Abdurrahman Hi. Usman		Implementing Integrated Strategy to Improve Students' Speaking Skill	(SPE)	59
073	Abee M. Eijansantos		Chavacano Verbs that Refuse to Express Bona Fide Verb Functions: Instances of Non-finiteness	(RES)	50
056	Adzmer S. Muhali	Charisma S. Ututalum, Aurizia D. Siraji	All-in-one English Learning Device for Children	(TEC)	78
057	Analyn D. Saavedra		Expressive Skills among Elementary-grade Learners: A Correlational Design	(WRI)	70
060	Analyn D. Saavedra		Speaking Ability in the English and Filipino Languages among Elementary Learners	(SPE)	60
024	Andi Susilo	Muhammad Aminuddin, Nisaul Fadillah, Anugrah Imani	Problems in Data Collection and Analysis: A Lesson learned from on-going field works of PhD students in an Australian University	(RES)	39
043	Ansa Hameed	Ismat Jabeen	Triggering Cognition for Creativity in EFL Classrooms: An Exploratory Study on use of Infographics for teaching writing skill	(WRI)	67
058	Aprillette C. Devanader		Language attitude in English and Filipino of Junior high school students in the public and private schools	(LP)	17
059	Aprillette C. Devanadera		China's Language Policy: A challenge to China's minority languages	(LP)	18
016	Aurizia D. Siraji		Challenges faced by EFL Teachers in Teaching English in the Higher Educational Institutions in Sulu	(PD)	31

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
022	Aurizia D. Siraji	Jehana M. Darkis, Anang Fatma T. Jawali	The Effectiveness of Grammar Translation Method versus Direct Method on Reading Comprehension among First year College Students in Sulu State College	(PED)	<b>23</b>
029	Bulu'	Nuryani, Rusdiansyah	Students' Perceptions on the Use of Online Learning Platform at English Education Study Program at IAIN Palopo, Indonesia	(RES)	<b>41</b>
055	Charisma S. Ututalum	Adzmer S. Muhali, Aurizia D. Siraji	A Tausug – English Word Translator Application with Proper Pronunciation in American or British Accent	(TEC)	<b>77</b>
067	Cheryl P. Barredo		Remedial Lessons Addressing Common Errors in Writing Composition in Filipino among Grade IV Pupils	(RES)	<b>45</b>
063	Criselda Dela Rama – Ricohermoso		Entering the Virtual Classroom, Leaving the Physical One: Analyzing High School Teachers' Attitude and Willingness to Digitally Teach	(RES)	<b>42</b>
064	Criselda Dela Rama – Ricohermoso		Letting go of the chalk, reaching for the mouse: Exploring Teachers' Technological Competence and Readiness for Online Teaching	(RES)	<b>43</b>
052	Dennis Foug	Julia Chen	An Innovative Data-driven Approach to Studying Writing Progression in EAP: A Case Study in Hong Kong	(WRI)	<b>69</b>
047	Edhy Rustan	Andi Muhammad Ajiegoena	Mix Code and Second Language Acquisition Study of the Use of Social Media in Digital Natives Children in Indonesia	(SLA)	<b>52</b>

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
068	Edward Jay M. Quinto	Kyla Jovita A. Surtida, Mark Benjamin A. Revaula, Kimberly L. Quintana, Steven Hsu	Comparison of the Features of Mixed-Gender Friends' Conversations in Face-to-Face and Online Modes	(RES)	46
069	Edward Jay M. Quinto	Anna Kamille D. Balan, Jade Anne Marie Lucero, Zoë T. Salinas	Gender Differences in Refusal Speech Acts of Filipino College Students	(RES)	48
009	Eny Syatriana		Kolb's Learning Style affect EFL Creativity of Indonesian Students	(ESP)	12
074	Hang Thu Nguyen		Enhancing Intercultural Competence among Students of Business English	(PED)	28
040	Hendrik Jacob Maruanaya	Monica	Developing a Project-Based Academic Speaking Course for EFL Undergraduate Students	(PED)	24
032	Hilda Cahyani	Ardian Wahyu Setiawan, Nadia Hanayeen	Designing Android-based E-rubrics for Peer Assessment	(TEC)	74
051	Imelda A. Paraja	Aurizia D. Siraji	The Role of Motivation in the ESL Classroom	(MOT)	19
039	Iskandar Abdul Samad	Siti Sarah Fitriani, Sofia Sofia	Investigating Students' Preparation for English Thesis Defence Examination: The Perspectives of Lecturers and Students	(ESP)	15
013	Jason Byrne		The View of the Philippines from One English Language App	(TEC)	73

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
071	Jonevee B. Amparo		Cross-linguistic Influence of the First Language: An Analysis of Language Transfer in the Syntactic Level in the Written Production of Second Language	(SLA)	55
044	Jumharia Djamereng		Promoting Cultural Knowledge to Improve Students' ability in Translation	(PED)	25
050	Krysha C. Samparani		Exploring Study Habits of Nursing Students toward Learning English Language in Sulu State College	(SLA)	54
066	Ma. Ellaine M. Rayman		Learning English Virtually: Second Language Learners' Technological Access, Competence and Attitude	(RES)	44
002	Mantashah R.	Yusri, Geminastiti Sakkir	Assessing Language Impoliteness of Primary School Teachers in Learning Process	(PED)	20
065	Mardiya J. Balahim		Teachers' Attitudes toward Teaching English Subjects	(PED)	27
023	Muhammad Aminuddin	Ping Yang, Hiromi Muranaka	English Translation of Existential Processes from Indonesian: A Study of Three Translator Groups	(RES)	37
070	Nelson U. Julhamid		Speaking Ability of Grade 12 Public Senior High School Students	(SPE)	61
020	Nidia Sofa	Iis Mariam, Titik Purwinarti	Reflecting ESP Teacher's Issues at State Polytechnic of Jakarta	(ESP)	13
021	Nualpen Puangpunsi		EFL learners' Perception in the Implementation of Project-based Learning to Enhance Language and the 21st Century Skills	(SLA)	51

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
017	Piyarat Pipattarasakul		Incorporating a Corpus and a Keyword List to Unveil Self-regulated Learning Strategies Exhibited by EFL Learners	(RES)	36
001	Purnama NF Lumban Batu		Maritime English in the Expanding Circle: ESP or LFE?	(CMD)	8
041	Rajesh Arruri	Tlili Saad	A Corpus-Based Study of Vocabulary Problems in IAU Preparatory Year Students' Writing	(VOC)	79
075	Ramon S. Medriano, Jr.	Shirley N. Dita, Ericson O. Alieto	Access, Competence, and Willingness among High School Students in the Context of Online Learning of English: Is there a Gender Divide?	(PED)	29
030	Ratnawati Mohd-Asraf	Satirah Ahmad, Md. Mohib Ullah	Initiating Collaborative Action Research to support ESL Teachers' Professional Growth	(PD)	32
062	Raugda J. Julhamid	Nelson U. Julhamid	Learning Preferences among first year college Students of School of Arts and Sciences	(PED)	26
027	Sabreena Ahmed	Ratnawati Mohd-Asraf, Aizan Yaacob	Bloom, Bono, and Bean: Implementing Higher Order Thinking Tasks at the Pre-writing Stage	(WRI)	64
028	Sabreena Ahmed	Mohammad Mahir Tajwar	Online English Classes for Young Learners During COVID-19: Voices of Teachers and Parents	(TYL)	71
007	Sarah A. Asiri		Gender-Related Differences in the Use of Code Switching and Code Mixing on Facebook	(PED)	22
018	Soleman Dapa Taka	Masruddin	Teaching Narrative Writing through Genre Based Approach with Video to Indonesian Senior High School Students	(WRI)	62

ABSTRACT NO.	MAIN AUTHOR	CO-AUTHOR	ABSTRACT TITLE	CATEGORY	PAGE NO.
014	Sultan	Andi Waheed	Shifting in Reading Culture of Young Reader: The Reading Behaviour of Upper Primary School Students in Digital Era	(REA)	56
010	Syamsudarni		Developing Intercultural Language Learning Approach for Teaching English as a Foreign Language	(CMD)	9
005	Thi Thanh Huyen Phuong		Feedback on Pronunciation: Vietnamese EFL Teachers' Beliefs and Practices	(RES)	34
006	Thi Thanh Huyen Phuong		The Presentations of Gender Issues in Locally Produced English Textbooks in the EFL Context of Vietnam	(RES)	35
036	Tili Saad	Rajesh Arruri	IAU Preparatory Year Students: Sentence Structure Errors in Written English	(WRI)	65
011	Tran Thi Thu Huong		English Language Needs in Writing Skill of Police Officers in Vietnam: Basis for ESP Syllabus Design	(CMD)	10
054	Vijay Kumar N		Cognizance of using Audio Visual Aids by the Rural Technical Graduates: Implications on Comprehensibility and Learning experiences	(TEC)	76
019	Yanpitherzon Liunokas	Masruddin	The Efficacy of using Cooperative Integrated Reading and Composition (CIRC) Technique in Teaching Reading Skill to the Students at English Study Program, Nusa Cendana University, Indonesia	(REA)	57

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