

2018 IEDRC SEOUL CONFERENCES ABSTRACT

Seoul, South Korea

January 27-29, 2018

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Table of Contents

Items	Pages
Welcome Remarks	3
Conference Venue Information	4-5
Instructions for Publications	6
Instructions for Presentations	7
Conference Keynote Speakers	8-12
Time Schedule	13-15
Session 1: Sociolinguistics and Applied Linguistics (13:40-15:40) Venue: Cherry <i>(LA0007-A, LA0022, LA1002, LA1029-A, LA1009-A, LA1017-A, LA1044, SK210-A)</i>	16-19
Session 2: Language Education and Management (13:40-15:40) Venue: Rose <i>(LA0002, LA0004-A, LA0008, LA0035-A, LA1046-A, SK217-A, SK122-A, SK209)</i>	20-22
Session 3: Subject Education (13:40-15:40) Venue: Oak <i>(SK020-A, SK208, SK022, SK021, SK012, SK226, SK108-A, SK227)</i>	23-25
Session 4: Education Management and Assessment(13:40-15:40) Venue: Pine <i>(SK214, SK002, SK010-A, SK023-A, SK121-A, SK225-A, SK013, SK016)</i>	26-28
Session 5: Phonetics and Sentences(15:45-17:45) Venue: Cherry <i>(LA1012-A, LA1043, LA0015, LA1004, LA1036-A, LA1040-A, LA1020-A, LA1035-A)</i>	29-31
Session 6: Literary Works Analysis(16:00-18:15) Venue: Rose <i>(LA0006, LA1034, LA0012-A, LA1023-A, LA0021, LA1037-A, LA1038-A, LA1050-A, LA1045)</i>	32-35
Session 7: Educational Statistics(16:00-18:00) Venue: Oak <i>(SK039, SK011, SK113, SK114-A, SK120-A, SK218-A, SK115, SK104-A)</i>	36-39

Session 8: Social Sciences and Psychology(16:00-18:15) Venue: Pine <i>(SK102, SK035, SK213, SK216-A, SK015, SK221-A, SK110-A, SK222-A, SK103-A)</i>	40-43
Poster Session <i>(LA1059, LA0005, LA0019-A, SK014, SK003)</i>	44-45
Listener	46
Academic Visit	47-48
Upcoming Conferences Information	49-51
Note	52-53

Welcome Remarks

On behalf IEDRC, we welcome you to Seoul to attend 2018 5th International Conference on Linguistics, Literature and Arts (ICLLA 2018) and 2018 5th International Conference on Education and Psychological Sciences (ICEPS 2018). We're confident that over the three days you'll get theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, profitable and sustainable communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in Linguistics, Literature, Arts, Education and Psychological Sciences.

On behalf of Conference Chair and all the conference committee, we would like to thank all the authors as well as the Program Committee members and reviewers. Their high competence, their enthusiasm, their time and expertise knowledge, enabled us to prepare the high-quality final program and helped to make the conference a successful event.

Once again, thanks for coming to this conference, we are delegate to higher and better international conference experiences. We will sincerely listen to any suggestion and comment; we are looking forward to meeting you next time.



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Conference Venue

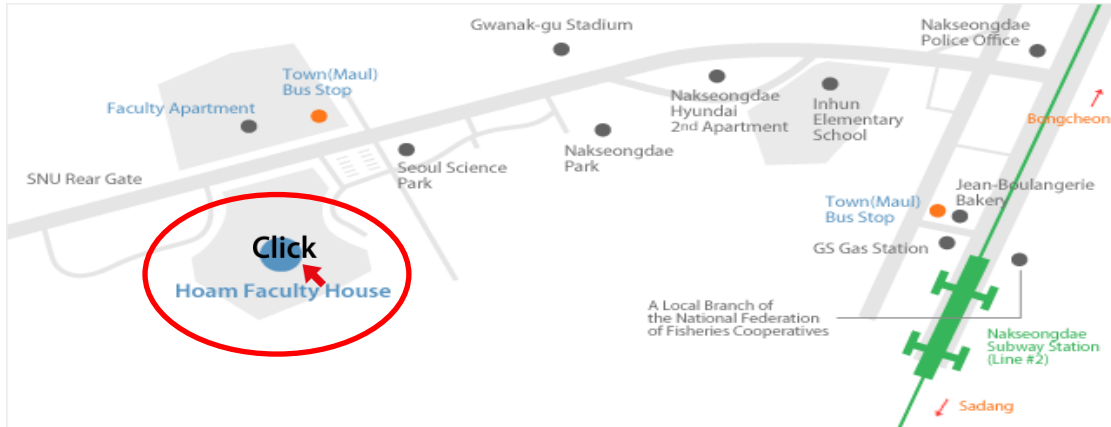
Hoam Faculty House

SNU Hoam Faculty House 239-1 Nakseondae-Dong, Gwanak-Gu, Seoul, Korea 151-057

Tel: 82-2-871-4053

Email: front@hoam.ac.kr

<http://www.hoam.ac.kr/eng/hoamHotel/greetings.php>



Hoam Faculty House

Since its inception in 1990, the Hoam Faculty House (HFH) has always stood by Seoul National University (SNU) noted for Korea's intellectual epicenter. As SNU's best support entity for education and research activities, it is well equipped with medium and large-sized meeting rooms for diverse conferences and events, restaurant for supply of safe and healthy food, and comfortable lodging facilities. Moreover, it runs a gallery for displaying works of notable artists, holds various concerts enjoyable for everyone, and undertakes ongoing renovations across installations and interior design, thereby evolving into a multiple cultural space where all visitors can build fond memories of their own.

With the aim of providing efficient backing for SNU's education and research activities, the HFH beefs up efforts to ensure the best facilities and experiences for academic and cultural exchange among experts at home and abroad.

Transportation

Way #1 From Incheon airport to Hoam

1. Take the "#6017 Airport limousine bus" at the GATE 6B or 13B. (Check the Bus time table)
2. Get off at the last stop "Hoam Faculty House"
3. You may get a ticket from the bus driver by cash (15,000KRW).

Way #2. From Gimpo airport to Hoam

1. Take the "#6003 Airport limousine bus" at the Bus terminal #6. The bus will depart every 20minutes.
2. The bus fare is 4,000 won by cash.
3. Get off at the main gate of Seoul National University. Take a taxi or a shuttle from the main gate of Seoul National University
 - Shuttle service is available upon reservation only.
 - Running hour of shuttle : 08:00~19:00 (Monday to Friday).

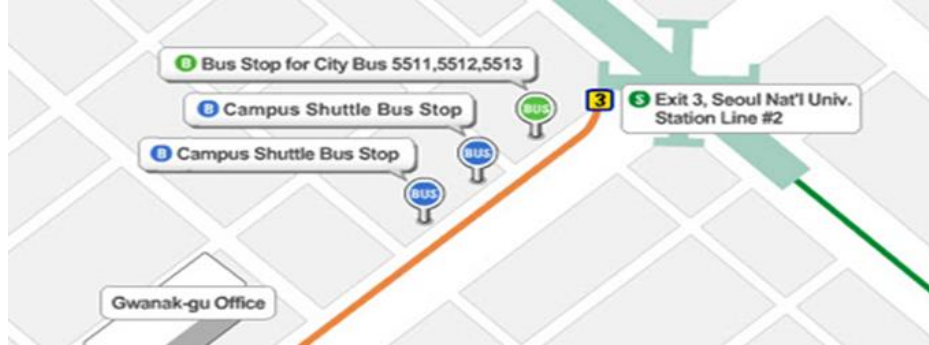
Way #3. Take a taxi

1. Take a taxi from Incheon airport to Hoam Faculty House (HFH)(around 70km) and it takes 1.5hrs.

Types of taxi	Airport to HFH	HFH to Airport
Black taxi	KW 100,000	KW 70,000
Normal taxi	KW 70,000	

Subway

Subway Line No. 2 (Green Line), Seoul National University Entrance Station (Exit No. 3)



Subway Line No. 2 (Green Line), Nakseong Station (Exit No. 4)



Bus: Buses that travel via the school

BUS LINES	FINAL STATION	MAJOR STOPS
11(GREEN)	Final Stop : SNU ↔ Yeomgok-dong	Major Stops : SNU Subway Station, Yangjae, Yeomgok
5412(GREEN)	Final Stop : SNU ↔ Kangnam Subway Station	Major Stops : Sadang Station, Express Bus Terminal
5517(GREEN)	Final Stop : SNU ↔ Joong-Ang University	Major Stops : Shillim Station, Noryangjin Station
5522(GREEN)	Final Stop : SNU ↔ Nangok	Major Stops : Shillim, Nangok
5528(GREEN)	Final Stop : SNU ↔ Guro Digital Complex	Major Stops : Shillim, Siheung, Gasan
5613(GREEN)	Final Stop : SNU ↔ Yeouido	Major Stops : Shillim, Daebang
5614(GREEN)	Final Stop : SNU ↔ Kemok Girl's Highschool	Major Stops : Shillim, Daebang
6511(GREEN)	Final Stop : SNU ↔ Guro-dong	Major Stops : Shindaebang Station, Shindorim Station
6512(GREEN)	Final Stop : SNU ↔ Guro-dong	Major Stops : SNU Subway Station, Shillim Station, Youngdeungpo
6513(GREEN)	Final Stop : SNU ↔ Chulsan-dong	Major Stops : Shillim Station, Daebang Station, Youngdeungpo
6514(GREEN)	Final Stop : SNU ↔ Shinjung-dong	Major Stops : Shillim Station, Daebang Station, Youngdeungpo Station, Dansan Station
501 (BLUE)	Final Stop : SNU ↔ Jongro 2nd district	Major Stops : Sangdo-dong, Yongsan, Seoul Station
502 (BLUE)	Final Stop : SNU ↔ Dongdaemoon Stadium	Major Stops : Shillim, Noryangjin, Hanganjin
750 (BLUE)	Final Stop : SNU ↔ Susaek	Major Stops : Gwanak-gu Office, Sangdo Tunnel, Seoul Station, Shinchon

Introductions for Publications

All accepted papers for the Seoul conferences will be published in those journals below.

2018 5th International Conference on Linguistics, Literature and Arts ([ICLLA 2018](#))



International Journal of Languages, Literature and Linguistics (IJLLL)

ISSN: 2382-6282

DOI: 10.18178/IJLLL

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest and DOAJ.

2018 5th International Conference on Education and Psychological Sciences ([ICEPS 2018](#))



International Journal of Social Science and Humanity (IJSSH)

ISSN: 2010-3646

DOI: 10.18178/IJSSH

Abstracting/ Indexing: Google Scholar, DOAJ, Engineering & Technology Digital Library, Crossref, Index Copernicus, and ProQuest.



International Journal of Information and Education Technology (IJIET)

ISSN: 2010-3689

DOI: 10.18178/IJIET

Abstracting/ Indexing: EI (INSPEC, IET), Cabell's Directories, DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest.

Instructions for Oral Presentations

Devices Provided by the Conference Organizer:

Laptops (with MS-Office & Adobe Reader)

Projectors & Screens

Laser Sticks

Materials Provided by the Presenters:

Power Point or PDF Files (Files should be copied to the conference laptop at the beginning of each session)

Duration of each Presentation (Tentatively):

Keynote Speech: 40 Minutes of Presentation, including 5 Minutes of Q&A

Regular Oral Presentation: 15 Minutes of Presentation and Q&A

Instructions for Poster Presentation

Materials Provided by the Conference Organizer:

The place to put poster

Materials Provided by the Presenters:

Home-made Posters

Maximum poster size is A1, portrait direction

Load Capacity: Holds up to 0.5 kg

Best Presentation Award

One Best Oral Presentation will be selected from each presentation session, and the Certificate for Best Oral Presentation will be awarded at the end of each session on Jan. 28, 2018.

Dress Code

Please wear formal clothes or national representative clothing.

Introductions for Keynote Speakers



Prof. LIM, Cheolil
Seoul National University, South Korea

Lim, Cheolil is chair and professor of department of education and director of education research institute at Seoul National University. He is the president of Korean Society for Educational Technology and the vice president of the Academy of Creativity. Prof. Lim worked as Associate dean of Educational affairs, and Director of Center for Teaching and Learning at Seoul National University. He earned his Ph.D in educational technology at Indiana University. His recent research interests are focused on innovations in higher education such as flipped learning, MOOCs, and mobile learning. His research expertise include instructional systems design, interactive learning environments design, and interface design.

Speech Title: Current status and future directions of open education resource in Korea

Abstract: It will present the current status and future directions of open education resources in Korea. The traditional universities are facing the challenge of OCW, MOOCs, and various OERs for their teaching and education in general. Korea government-funded services like KOCW and K-MOOC have been provided to the colleges and public, and some universities such as Seoul National University or KAIST(Korea Advance Institute of Science and Technology) have been working on developing and implementing OER for different purposes. Selected issues and challenges will be discussed and future directions of OER will be suggested.



Prof. Tomokazu Nakayama
Jissen Women's University, Japan

T. Nakayama A. was born and raised in Tokyo, Japan. Nakayama earned a bachelor degree in English Literature and Linguistics from Obirin University in 1991 and MA in TESOL at Teachers' College Columbia University in 2001 and Ph.D. at Hiroshima University in 2013. He is specialized in learning science. His current research interests are English as an International Language (EIL) and development of new learning methods to promote proficiency of EIL learners. He developed VA shadowing method to improve Japanese EIL learners' listening skills and the book on its mechanism will be released this year. Now he and his colleagues are developing the new method called Instant Translation method to promote proficiency of Japanese EIL learners. He is currently an associate professor at Jissen Women's University in Tokyo and teaches English and English teacher training courses.

Speech Title: Is the VA shadowing method effective for learning Japanese?

Abstract: This study investigates whether the visual-auditory shadowing method (VA shadowing method) can better facilitate vocabulary learning of Japanese as a Second Language (JSL) in adult learners. Learning vocabulary has three aspects: meaning, orthography, and pronunciation. Japanese language is complex in terms of orthography and pronunciation. Since Japanese uses a combination of ideographs and phonetic characters, learners of Japanese need to learn three types of orthographic characters: kanji (ideograph) and hiragana and katakana (two types of phonetic characters). In addition, kanji pronunciation is context-based, different pronunciations must be learned for each kanji. This study attempts to determine a reasonable method to learn kanji pronunciations and compares the following three conditions to investigate which of them better facilitates the learning of pronunciation of Japanese ideographs: visual-auditory shadowing (N=10), visual-visual shadowing (N=10), and auditory shadowing (N=10). The analysis suggests that visual-auditory shadowing and visual-visual shadowing conditions may outperform the other two conditions.



Prof. Hui-Wen Vivian Tang
Ming Chuan University, Taiwan

Hui-Wen Vivian Tang Professor of the Teacher Education Center of Ming Chuan University, Taiwan. In 2007, she received an Ed.D degree from the educational leadership program of Texas A & M University, Kingsville, Texas, USA.

Her current research focuses on leadership development, emotional intelligence, cross-cultural studies, multiple criteria decision making and teacher education. She is currently the Chair of Teacher Education Center of Ming Chuan University, a lifelong member of the Emotional Intelligence Training and Research Institute (EITRI) organized by a collegial association located in Corpus Christi, Texas, USA, and formerly the chief editor of “Journal of Applied English”.

Prof. Tang’s recent publications include “Forecasting performance of Grey Prediction for education expenditure and school enrollment” published in 2012 by Economics of Education Review (SSCI), “On the fit and forecasting performance of grey prediction models for China’s labor formation” published in 2013 by Mathematical and Computer Modelling (SCI), “Constructing a competence model for international professionals in the MICE industry: An analytic hierarchy process approach” in 2014 by Journal of Hospitality, Leisure, Sport & Tourism Education (SSCI), “Developing a short-form measure of personal excellence for use among university students in Taiwan” in 2015 by Total Quality Management & Business Excellence (SSCI) and “Critical factors for implementing a programme for international MICE professionals: A hybrid MCDM model combining DEMATEL and ANP” in 2016 by Current Issues in Tourism (SSCI).

Speech Title: A Bibliometric Analysis of Organizational Climate of Schools

Abstract: To examine bibliometric characteristics of research studies on school climate, the present study is a systematic quantitative estimate of school climate research available through Thomson Reuters ISI Web of Science database, aiming at updating our understanding regarding the ongoing research trends and publication patterns of literature for the years 2010 through 2016. Analyzed parameters included: (1) Total numbers and characteristics of publications, (2) Publication patterns by languages and countries/territories, (3) Publication patterns by source titles and subject areas. Results of the current analysis may open up new avenues for continuous bibliometric investigations of school climate literature for generating unique insights into the direction of not only a particular data source during a given time frame, but also the research dynamics and evolution within which the literature on school climate exists.



Assoc. Prof. Dr. Jason Miin-Hwa Lim
University Malaysia Sabah, Malaysia

Jason Miin-Hwa Lim is an Associate Professor at Universiti Malaysia Sabah (UMS). He has published extensively in various research domains relating to Applied Linguistics, English for Academic Purposes and Language Education. His recent publications indexed in ISI Web of Science include research-based papers in English for Specific Purposes (Elsevier) in 2006, 2014 and 2017, Iberica: Journal of the European Association of Languages for Specific Purposes (AELFE) in 2011 and 2014, Journal of English for Academic Purposes (Elsevier) in 2010, 2012, 2015 and 2016, System: An International Journal of Educational Technology and Applied Linguistics (Elsevier) in 2007 and 2014, and Discourse Studies (Sage) in 2011 and 2013. He was invited to be a Keynote Speaker for the Second International Conference on Languages, Literature and Linguistics in 2012, the Second International Conference on Humanity, Culture and Society in 2013, the International Seminar on Language Teaching in 2014, and the 2015 International Conference on Culture, Languages and Literature. Currently Associate Professor Lim is (i) an Editorial Board Member of Journal of English for Academic Purposes (Elsevier) which is a quartile 1 journal in ISI Web of Science, (ii) an International Advisory Board Member of Journal of Modern Languages (University of Malaya), and (iii) a reviewer of eight ISI-indexed journals in Applied Linguistics and Language Education. He has successfully supervised PhD and Masters students from different countries in Applied Linguistics and English Language Studies. Apart from being an External Course Assessor, he has been an External Examiner of doctoral theses submitted to research universities. He was also a recipient of (i) the prestigious Fulbright Scholar Award (for research at the University of Michigan, Ann Arbor, USA) in 2009 and 2010, and (ii) the RELC (Singapore) Research Fellowship Award in 2014 and 2015. Dr. Lim has conducted various workshops (for lecturers and postgraduate candidates) on academic writing and research writing in Asian countries.

Speech Title: Framing Explicit and Implicit Justifications of Research Procedures: Pedagogical Implications for Research Writing in Language Education

Abstract: While it is widely known that academicians and postgraduate candidates are generally under pressure to publish their works in order to begin or sustain their academic careers, they often encounter problems in getting their empirical works accepted for publication in established international journals. One of the factors causing such problems is associated with the extent to which writers are able to provide reasonable justifications for their research procedures. This paper looks into the various communicative resources that expert writers use to explicitly and implicitly justify their research procedures in a bid to get their works accepted for publication in reputed journals on language education. Using a genre-based approach, this largely qualitative study looked into how experienced writers frame their justifications either implicitly or explicitly by adopting rhetorical strategies, constructing shifts and employing language resources that enhance the acceptability of their procedures. My findings have shown that writers do not rely solely on positively-worded expressions to justify their procedures explicitly, but recurrently employ (i) integral and parenthetical citations, (ii) pre-modifiers and post-modifiers of nouns and adjectives, (iii) present and past participial phrases, (iv) infinitive clauses, and (v) sentence-initial or sentence-final adverbials to frame their implicit and explicit justifications of research procedures. This paper highlights some pedagogical implications, which might be of interest to thesis supervisors and language instructors, by demonstrating the importance of raising novice writers' consciousness of major rhetorical transitions and lexico-grammatical choices in an effort to enhance writers' chances of getting their works published in high-ranking journals on language education and applied linguistics.



Assoc. Prof. Eric C.K. Cheng
The Education University of Hong Kong, Hong Kong

Dr. Eric Cheng is a specialist in knowledge management, educational management and Lesson Study. He is currently associate professor of the Department of Curriculum and Instruction of the Education University of Hong Kong. Eric earned his Doctor of Education in education management from the University of Leicester. He has been publishing locally and internationally, with over 50 articles in various media covering the areas of knowledge management, school management and Lesson Study. He is the author of an academic book entitled *Knowledge Management for School Education* published in 2015 by Springer. Eric has been successful in launching more than 10 research and development projects with external and competitive funds in the capacity of Principal Investigator (PI). He received the Knowledge Transfer Project Award from EDUHK in 2014-15, Scholarship of Teaching Award in 2013-14 and Knowledge Transfer publication Awards in 2012-13 from Faculty of Human Development of EDUHK.

Speech Title: Exploring Lesson Study through Knowledge Management

Abstract: This presentation will address the topic of Lesson Study, a famous curriculum management approach in Japan, which has been adopted in educational systems around the world to improve teaching and thus, ultimately, the depth and quality of student understanding. This presentation will explore the tacit and explicit knowledge convention and creation processes in Japanese Lesson Study by using Nonaka and Tateuchi's (1995) SECI knowledge creation model as the theoretical framework. Besides providing a description of Japanese Lesson Study from the perspective of the SECI model, the presentation will explore the system's effects on cultivating positive school cultures, and teacher autonomy, and on managing subject knowledge and pedagogical knowledge for school improvement. Unpacking the mechanism of the knowledge management process and practices could assist teachers and educators in contextualising Japanese Lesson Study to their school cultures.




Time Schedule




Day 1: Registration: Jan. 27, 2018 (Saturday)

10:00-17:00	Arrival and Registration (Venue: Lobby)
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- (1) Please print your registration form before you come to the conference.
- (2) You can also register at any time during the conference.
- (3) Certificate of Participation can be collected at the registration counter.
- (4) Your paper ID will be required for the registration.
- (5) The organizer won't provide accommodation, and we suggest you make an early reservation.
- (6) One best oral presentation will be selected from each oral session. The Certificate for the best one will be awarded at the end of each session on Jan. 28, 2018.

Day 2: Conference: Jan. 28, 2018 (Sunday)

	Opening Remarks & Keynote Speeches
9:00-9:05 Venue: Rose	Opening Remarks  Prof. LIM, Cheolil Seoul National University, South Korea
9:05-9:45 Venue: Rose	Keynote Speaker I  Prof. Tomokazu Nakayama Jissen Women's University, Japan Title: Is the VA shadowing method effective for learning Japanese?
9:45-10:25 Venue: Rose	Keynote Speaker II  Prof. Hui-Wen Vivian Tang Ming Chuan University, Taiwan Title: A Bibliometric Analysis of Organizational Climate of Schools

10:25-10:40 Venue: Rose	Coffee Break & Photo Session
10:40-11:20 Venue: Rose	<p>Keynote Speaker III</p>  <p>Assoc. Prof. Dr. Jason Miin-Hwa Lim University Malaysia Sabah, Malaysia Title: Framing Explicit and Implicit Justifications of Research Procedures: Pedagogical Implications for Research Writing in Language Education</p>
11:20-12:00 Venue: Rose	<p>Keynote Speaker IV</p>  <p>Prof. LIM, Cheolil Seoul National University, South Korea Title: Current status and future directions of open education resource in Korea</p>
12:00-13:00 Venue: Marronnier	Lunch
13:00-13:40 Venue: Rose	<p>Keynote Speaker V</p>  <p>Assoc. Prof. Eric C.K. Cheng The Education University of Hong Kong, Hong Kong Title: Exploring Lesson Study through Knowledge Management</p>
13:40-15:40	<p>Session 1: Sociolinguistics and Applied Linguistics Venue: Cherry (LA0007-A, LA0022, LA1002, LA1029-A, LA1009-A, LA1017-A, LA1044, SK210-A)</p>

	<p>Session 2: Language Education and Management Venue: Rose (LA0002, LA0004-A, LA0008, LA0035-A, LA1046-A, SK217-A, SK122-A, SK209)</p>
	<p>Session 3: Subject Education Venue: Oak (SK020-A, SK208, SK022, SK021, SK012, SK226, SK108-A, SK227)</p>
	<p>Session 4: Education Management and Assessment Venue: Pine (SK214, SK002, SK010-A, SK023-A, SK121-A, SK225-A, SK013, SK016)</p>
15:40-16:00	Coffee Break
16:00-18:15	<p>Session 5: Phonetics and Sentences Venue: Cherry (LA1012-A, LA1043, LA0015, LA1004, LA1036-A, LA1040-A, LA1020-A, LA1035-A)</p>
	<p>Session 6: Literary Works Analysis Venue: Rose (LA0006, LA1034, LA0012-A, LA1023-A, LA0021, LA1037-A, LA1038-A, LA1050-A, LA1045)</p>
	<p>Session 7: Educational Statistics Venue: Oak (SK039, SK011, SK113, SK114-A, SK120-A, SK218-A, SK115, SK104-A)</p>
	<p>Session 8: Social Sciences and Psychology Venue: Pine (SK102, SK035, SK213, SK216-A, SK015, SK221-A, SK110-A, SK222-A, SK103-A)</p>
18:30-21:00	<p>Dinner Venue: Marronnier</p>

Session 1

13:40-15: 40, Jan. 28, 2018

Venue: Cherry

Theme: Sociolinguistics and Applied Linguistics

Session Chair: Assoc. Prof. Dr. Jason Miin-Hwa Lim

University Malaysia Sabah, Malaysia

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
LA0007-A 13:40-13:55	<p>Communicating Korean migrant identity and settlement in New Zealand Yulia Khan Auckland University of Technology, New Zealand</p> <p>Abstract: Having lifted ethnic-based restrictions and explicit preferences towards 'traditional source countries' (e.g. England) in its immigration policy, New Zealand started attracting considerable numbers of migrants from Asia (Clydesdale, 2011; Ongley & Pearson, 1995; Spoonley, 2006; Spoonley & Bedford, 2008). The current New Zealand Immigration Act 2009 (New Zealand Legislation, 2009) offers various pathways to long-term migration: student, temporary work and permanent residency visas, as well as retirement, business and investors schemes (Immigration New Zealand, 2017). In this paper, I focus on shifts in identity associated with migration and settlement experiences among ethnic Koreans from Sakhalin Island who are currently residing in New Zealand. Using the Multimodal (Inter) action Analysis (Norris, 2004, 2011; Norris & Makboon, 2015) framework, I explore how identity is communicated multimodally in various environments, and which practices become dominant in the participants' daily life. Particular attention will be paid to identity-telling practices, especially if they are linked to positive settlement outcomes. By focusing on identity and settlement experience, I aim to highlight the complexity of adaptation process with subsequent integration and participation in the new society. The dataset for this paper comes from an ethnographic study on identity production among Russian Koreans and include video-recordings, interviews and still images collected in September-October 2017 in Auckland, the largest city of New Zealand.</p>
LA0022 13:55-14:10	<p>Assessment of Google and Microsoft Bing translation of Journalistic Texts Zakaryia Mustafa Almahasees The University of Western Australia, Australia</p> <p>Abstract: Machine Translation (MT) systems are common among the end users of MT service freely or at a low cost. The increasing demand on MT, nowadays, means that it is a necessary step to ensure the acceptability of the output to the potential users of such systems. The present paper evaluates the capacity of two prominent systems, Google and Microsoft Bing, in producing acceptable translation for the Journalistic texts written in Arabic into English. To do so, the study has adopted Linguistic Error Analysis of Angela Costa [1] and Error Classification of Dulay and Burt [2]. The results of the study showed that both systems obtained good results with 75% to 80% at the level of Orthography accuracy. Both systems obtain fair results at the level of Lexical and Grammatical Collocations at the level of fluency. The two systems achieved good results because they have recently adopted Neural Machine Translation, which imitates human brains in translation and learns from previous translated texts by humans. For future research, the study recommends conducting more assessment research on various disciplines of knowledge using Linguistic Error Analysis. Moreover, the study also recommends collaboration between the MT companies and translation scholars. Machine Translation (MT) is still far from reaching fully automatic translation of a quality obtained by human translators.</p>
LA1002 14:10-14:25	<p>Slang As Social Identity in Stand-up Comedy Academy Indosiar: A Sociolinguistics Study Dewi Ayu Larasati, SS, M. Hum. English Department, STBA Harapan, Medan, Indonesia</p> <p>Abstract: The objective of this study is to identify slang words or expressions relating to social</p>

	<p>identity used on the Indonesian TV show Stand-up Comedy Academy Indosiar, and to determine the meaning of slang terms used on the show. The writer uses sociolinguistics and the theory of social identity to analyze the slang words. The slang expressions are analyzed based on four categories of social identity, namely; gender, ethnicity, sexual orientation, and age. This study will employ the descriptive qualitative method. In collecting the data, the writer applies the purposive sampling technique by taking sentences or phrases from the dialogues that contain slang words, and providing the meanings of these phrases. In analyzing the data, the writer uses the social identity theory to determine the categories and the slang being used. The results of the study show that the slang expressions utilize the four categories of social identity.</p>
<p>LA1029-A 14:25-14:40</p>	<p>Dialects, Language and variability in speech Community. The Algerian society as a case study MAHIEDDINE RACHID University of Adrar, Algeria</p> <p>Abstract: Throughout these papers I intend to expose that language like the other forms of social activity has to be appropriate to the speaker using it. It also needs to be suitable for a particular situation and occasion according to the important social factors field, mode and tenor. This variability is a normal feature of language; for this reason we have not the right to blame any one since each established his language to satisfy the needs of his mind.</p> <p>Linguistically speaking, we cannot study language without referring it to society which uses it since the study of language without referring it to society is to exclude the possibility of finding social explanations for the structures that are used. It also needs to be added that language is not a simple code used by all people in societies but it differs from a person to another, from a social class to another, from a region to another, an ethnic group to another.</p> <p>It is through this article that I will try to show and elucidate the contribution of some of these factors in language variability in speech community showing in the meantime the strong connection between language and society.</p>
<p>LA1009-A 14:40-14:55</p>	<p>Bilingualism: A Case Study of Assamese and Bodo Classifiers Samhita Bharadwaj North-Eastern Hill University, Shillong, India</p> <p>Abstract: This is an empirical study of classifiers in Assamese and Bodo two genetically unrelated languages of India. The objective of the paper is to address the language contact between Assamese and Bodo as reflected in classifiers. The data has been collected through fieldwork in Bodo recording narratives and folk tales and eliciting specific data from the speakers. The data for Assamese is self-produced as native speaker of the language.</p> <p>Assamese is the easternmost New-Indo-Aryan (henceforth NIA) language mainly spoken in the Brahmaputra valley of Assam and some other north-eastern states of India. It is the lingua franca of Assam and is 18reolized in the neighbouring state of Nagaland. Bodo, on the other hand, is a Tibeto-Burman (henceforth TB) language of the Bodo-Garo group. It has the highest number of speakers among the TB languages of Assam. However, compared to Assamese, it is still a lesser documented language and due to the prestige of Assamese, all the Bodo speakers are fluent bi-lingual in Assamese, though the opposite isn't the case. With this context, classifiers, a characteristic phenomenon of TB languages, but not so much of NIA languages, presents an interesting case study on language contact caused by bilingualism.</p> <p>Assamese, as a result of its language contact with the TB languages which are rich in classifiers; has developed the richest classifier system among the IA languages in India. Yet, as a part of rampant borrowing of Assamese words and patterns into Bodo; Bodo is seen to borrow even Assamese classifiers into its system. This paper analyses the borrowed classifiers of Bodo and finds the route of this borrowing phenomenon in the number system of the languages. As the Bodo speakers start replacing the higher numbers from five with Assamese ones, they also choose the Assamese classifiers to attach to these numbers. Thus, the partial loss of number in Bodo as a result of language contact and bilingualism in Assamese is found to be the reason behind the borrowing of classifiers in Bodo.</p> <p>The significance of the study lies in exploring an interesting aspect of language contact in Assam. It is hoped that this will attract further research on bilingualism and classifiers in Assam.</p>

<p>LA1017-A 14:55-15:10</p>	<p>The Translation of Sarah Kane’s Drama Text “4.48 Psychosis” Hamidah Universitas Negeri Jakarta (State University of Jakarta), Indonesia</p> <p>Abstract: When translating the script of drama, the translators do not only deal with message and form of the original text. Moreover, the translators are required to produce a performed text which ready for staging. Because, unlike other texts, drama script are written indeed to be performed on stage show. According to various literature and opinion of some experts, adaptation is the most common method used in translating drama script. So, this study aims to investigate the method used in translating “4.48 Psychosis “ script into Indonesian language. To identify the translation method, this study analyzed translation technique applied by translator. The method of this research is descriptive qualitative with content analysis technique. The findings revealed that there are 10 types of translation techniques used in 513 data. They are: literal translation 214 (41,72%), calque 67 (13,06%), modulation 53 (10,33%), transposition 47 (9,16%), linguistic compression 46 (8,97%), variation 39 (7,60%), linguistic amplification 28 (5,46%), borrowing 14 (2,73%), adaptation 4 (0,78%), and generalization 1 (0,19%). Based on frequency of the technique, translator tends to use the literal method, not adaptation method.</p>
<p>LA1044 15:10-15:25</p>	<p>The Rhetorical Structure and Verb Tense Employed in Research Article Abstracts in Two Different Disciplines Wirada Amnuai Rajamangala University of Technology Isan, Thailand</p> <p>Abstract: A number of research studies have confirmed that writing English abstracts for research articles (Ras) is one of the difficulties for non-native or unskilled writers. To gain a clearer insight into their rhetorical structures, the present study analyses English RA abstracts in the two different disciplines (applied linguistic and information and communication technology) published in indexed journals. Sixty RA abstracts from each of the two corpora were analysed using Hyland’s (2000) framework. Verb tense used to realize the communicate purposes was closely examined. The results showed that all five moves were conventional in both datasets, but occurred in different degrees of frequency in some moves. The preferred tense was present simple tense. There was a disciplinary variation on rhetorical organizations and tense use of RA abstracts of these different fields. The results of the present study in terms of generic patterns and tense usage for each move should be used to facilitate writing RA abstracts. Also, the study has pedagogical implication for developing genre related materials for teaching EFL/ESL learners.</p>
<p>SK210-A 15:25-15:40</p>	<p>Tracer Study on the Graduates of Multimedia Arts program in the College of Education, Arts and Sciences from School Year 2014 to 2016 Lorna A. Achico De La Salle Lipa, Philippines</p> <p>Abstract: The study aimed to determine the status of the Multimedia Arts graduates from 2014 – 2016. It determined the socio-demographic profile of the respondents and ascertained the respondents’ rating of the program. It also aimed to find out the respondents’ recommendations for the improvement of the degree program. The study used the descriptive, quantitative research design. Data collection approach is total enumeration adopting the IPO system approach. The survey questionnaire was adopted to suit Google Form. The statistical tools used are percentage and mean. Total respondents were 140 alumni (60 percent) from batch 2014 to 2016. They are predominantly female, single, belonging in the 23-25 age group, mostly from batch 2015 and majority are employed as graphic artist/designers. The faculty’s quality of teaching the program is found to be effective. The MMA students rarely participate in activities nor become active members of clubs or organization yet they participate in activities that helped them explore their career option. They find the student support services available. The most important factors in getting a good job are having occupational skills/practical exercises and work experience while the main barriers are having no/little work experience and outdated or irrelevant skills learned. The ABMMA program has a very great impact and influence on the graduates. Nevertheless, the program was able to have a positive effect and influence on their critical thinking, ability to solve problems, spoken communication and knowledge of the field. MMA graduates found their over-all college</p>

	experience very helpful. The top five recommendations for the enhancement/improvement of the ABMMA program are the following: (1) employ better and experienced professors/teachers, (2) upgrade and acquire better facilities, and (3) add/teach technical/advance courses to enhance skills. The input will serve as basis for initiating and implementing improvement plans to the program's academic curriculum.
15:40-16:00	Coffee Break

Session 2

13:40-15:40, Jan. 28, 2018

Venue: Rose

Theme: Language Education and Management

Session Chair: Prof. Tomokazu Nakayama

Jissen Women's University, Japan

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
LA0002 13:40-13:55	<p>An Analysis of Student's Narrative Text Writing: An SFL Approach Anggi Arigusman Indonesia University of Education & Indonesia Endowment Fund for Education (LPDP-RI), Indonesia</p> <p>Abstract: This research aims to investigate student's writing competence related to structure of narrative text in SFL perspective, highlights the problems, and examine whether L1 interferes the quality of the student's writing. Then provides suggestion to overcome the problems. Qualitative case study approach was used in this study in which a narrative text written by a senior high school student is analyzed. The result reveals that the text has followed the common generic structure of narrative text. From SFL view some problems are found which are caused by the lack of knowledge about structures. Furthermore, L1 also interferes the student's narrative writing.</p>
LA0004-A 13:55-14:10	<p>The Effects of Text Occurrence, Picture Occurrence, Context Clue, and Picture Clue on Word Learning Among University EFL Learners with Low Proficiency Chia-Ho Sun Kainan University, Taiwan</p> <p>Abstract: The present study aimed to compare the effects of reading text only and reading text with illustrations on vocabulary acquisition and long-term retention among university EFL learners with low-level English proficiency. The effects of four word-learning-related variables – text occurrence, picture occurrence, context clue, and picture clue – on these learners' vocabulary acquisition and retention were also examined to determine which helped learners better understand, retain, and recall vocabulary words. This research involved three classes of beginning level Freshman English course for first-year non-English majors. The three classes were randomly assigned as the "text with illustrations" group, "text-only" group, and the control group. During a semester-long treatment period, each group experienced six different picture-book sessions, and one picture book was used in each session. Learners' vocabulary knowledge was tested through two posttests using a modified Vocabulary Knowledge Scale (VKS): immediately after each session to measure students' vocabulary acquisition, and four weeks later to measure their word retention. The results showed that reading text with illustrations was the most helpful for both immediate word learning and word retention. Besides, the picture clue variable, for young adult EFL learners with low proficiency, was highly positively correlated with vocabulary gains. Frequency of text occurrence, on the other hand, was least significant for learners with low proficiency. This study not only provides EFL teachers an alternative to language teaching that is effective and efficient for vocabulary development, but also sheds light on future research directions for language researchers in developing effective language pedagogy.</p>
LA0008 14:10-14:25	<p>A Cultural Exploration behind Teaching Particles in English Chung-Hsien Hsu and Chen-hua Hsueh Chaoyang University of Technology; Feng Chia University, Taiwan</p> <p>Abstract: Participle learning in English seems still to confuse the college students whose first language is Chinese (or Mandarin). The School English Standard Test (SEST) for spring term in 2015 at a university of technology in central Taiwan indicates a low percentage of correction in answering participle-adjective questions, comparing to the other grammars in English learning. In order to explore about what difficulties that college students have encountered in learning</p>

	<p>participles, the authors designed a quiz with eight sets of English present and past participle questions, along with Chinese translations to test 636 in-school college students. The findings show some participles in the quiz, such as boring/bore, were not correctly or clearly used in sentences. In particular, the percentage of incorrect use of boring/bored is significantly higher than the correct one, even most of the participants are at intermediate or higher intermediate of English level.</p> <p>Many previous studies have focused on the inquisition of participles in teaching; however few studies have discussed why learners still fail to correctly use them after learning English for a certain period of time. This study, according to the results of this designed quiz, attempts to explore the possible factors leading to the results as well as provides the analyses for English instructors or public school English teachers to more effectively improve their teaching in English participles.</p>
LA0035-A 14:25-14:40	<p>Features of the Theses' Spoken Language Written by English Majors – A Case Study of Undergraduate Theses of Chinese and Swedish Students Shizheng ZHANG Shantou University, China</p> <p>Abstract: This study intends to investigate the oral style features in Chinese and Swedish students' academic English writings with the research subjects provided by 48 theses written by English majors from Northwestern Polytechnical University (NPU) and Karlstad University (KAU) via using the software AntConc. The 24 oral style lexical items identified by Paqout (2010) are regarded as the standard of oral style features used in academic writings. The results of this study show that oral style features exist in both Chinese and Swedish students' academic writings with both similarities and differences. Chinese students tend to avoid using personal opinion expressions in their writings. However, Swedish students comparatively use I think more frequently. Chinese students did not use I would like/want/am going to talk about and by the way in their theses when introducing topics or ideas. To end topics, Chinese students use all in all while Swedish students did not. In terms of cohesive words and expressions, Chinese students prefer to use and and besides while Swedish students like to use though. This study has some positive effects on English teaching and learning. ESL and EFL teachers should teach students to avoid using or use less oral style features in their academic writings. Students need to be aware of the importance of academic vocabulary usage in academic writings.</p>
LA1046-A 14:40-14:55	<p>A case study on the flexibility of course structures in the Department of English to meet students' expectation in the universities in Macao and Taiwan CHAN CHENG TAK Macao Polytechnic Institute, Macao</p> <p>Abstract: A significant number of universities in Macao and Taiwan have an English Department. Some have course structures focusing on vocational English or the use of applied English, while others tend to highlight the importance of English Literature and Linguistics. Students tend to choose a university based on the fame and resources while unintentionally ignoring the course structures. For this reason, some students, in their sophomore and junior years, realize the course framework may not meet their original expectation. This research is to observe how course structure can be arranged to be more flexible, perhaps within limited sources, to meet the needs of a variety of students by interviewing a certain number of current students in the Department of English and graduates. A certain number of course structures from the universities in Macao and Taiwan will be illustrated and compared with others in order to have a clear picture of how versatile an ideal course structure can be.</p>
SK217-A 14:55-15:10	<p>Yes, We Want to Hear from You: A Qualitative Approach to Reviewing the English Language Courses Shakiratul Hanany Abd Rahman, Siti Katijah Johari, Jeannet Stephen, Junaidah Januin and Chang Siew Lee Universiti Malaysia Sabah, Malaysia</p> <p>Abstract: The importance of the English Language (EL) courses in higher education institutions is truly remarkable as the students not only enrol in the courses to learn the English language per se. In fact, the EL courses also equip the students with the essential knowledge of the English language</p>

	<p>for use in courses other than English as they will mostly need to use English in their assignments, such as report writings. They are also taught communication skills in the English language which are vital for their presentations, day-to-day communication and also future employment. Nevertheless, it is alarming that these days, many Malaysian fresh graduates lose out in the job market as they lack confidence due to their poor English language command (Zahiid, 2015). A needs analysis was carried out in order to gain an in-depth understanding of the insights of the informants on this particular issue, specifically their current views on the EL courses offered and their usefulness, as well as their suggestions on how to improve them. This research is qualitative in nature in which interview sessions were conducted with five faculty members of Universiti Malaysia Sabah (UMS). The findings from this research were significant to improving the students' proficiency in the English language in various contexts and important implications which could ultimately lead to the students' betterment in the language have also emerged.</p>
<p>SK122-A 15:10-15:25</p>	<p>MTB-MLE Learning Materials in Eastern Samar: Can We Call Them Ours? Jufran C. Agustin Leyte Normal University, Philippines</p> <p>Abstract: There are global education issues affecting the academe in the 21st century. One of these issues embraced by the Philippine educational system is the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE). In Eastern Visayas, there are learning materials produced by language teachers that are being currently utilized by Grade 1 to Grade 3 teachers of the Department of Education, specifically in Eastern Samar. This qualitative research, specifically with the use of an explanatory case study design, explained teachers' viewpoints towards the MTB-MLE modules and learning materials used in their classes and the explicit effect towards their pupils' learning. Audio-recorded interviews were conducted and transcripts were used to present emerging themes of the study. Results revealed that these materials create ambiguities due to the dialectical variations of the pupils affecting their reading comprehension, most especially that the book writers are not from Samar, but from Leyte. This qualitative research aims to inform MTB-MLE curriculum and instruction towards a better implementation of the program.</p>
<p>SK209 15:25-15:40</p>	<p>Cognitive Psychology Models and Approaches to Develop Language Skills Aliaksei K. Dadykin Belarusian National Technical University, Belarus</p> <p>Abstract: There is a need to raise the quality of communication between people that are speaking different languages to a higher level in the modern world. This requires finding new ways to improve language learning and teaching. The basis of the conducted researches is made by cognitive psychology models. The last developments are directed to the association of two new methods, simultaneous development of language skills and grammatical competence of one activity. The methods are the Visual-Auditory Shadowing (VAS) method and the Structural-Visual Method (SVM). The Structural-Visual Method is a new inductive language learning methodology, based on mapping of the structure of linguistic knowledge in a graphic form using color to encode the most common patterns. The Visual-Auditory Shadowing method is also an inductive language learning methodology, which facilitates learning of phonological knowledge (pronunciation) and ideographical knowledge (spelling). Each of these methods can be improved through the use of computer systems and the combined use of both will lead to a synergistic effect in the learning process. The study provides a conceptual solution which requires experimental verification and further joint research.</p>
<p>15:40-16:00</p>	<p>Coffee Break</p>

Session 3

13:40-15:40, Jan. 28, 2018

Venue: Oak

Theme: Subject Education

Session Chair: Prof. HeeKap Lee

Azusa Pacific University, USA

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
SK020-A 13:40-13:55	<p>The Connotation of Environmental Literacy in English Textbooks from the Perspectives of Global Competence and K-12 Curriculum in Taiwan Su, Meng-Huey National Sun Yat-sen University, Taiwan</p> <p>Abstract: Since PISA (the International Student Capacity Assessment Program) will begin to conduct the assessment of global competence involving environmental literacy in 2018, the textbook is one of the important sources to meet such a requirement. According to K-12 curriculum in Taiwan, environmental literacy is comprised not only in science but also in English language curriculum. It means English textbooks should also contain the ideas about environmental literacy to facilitate the enhancement of environmental literacy. Hence, corresponding to environmental literacy items in “Global competency for an inclusive world” by OECD (Organization for Economic Co-operation and Development) in 2016, the present study aimed at investigating the missing environmental literacy in K-12 English curriculum, and the basic about environmental literacy on “Global competency for an inclusive world” and K-12 English curriculum distributed in two versions (junior high school) English textbooks in Taiwan. The result showed: (1) there were several important ideas about environmental literacy missing in K-12 English curriculum when comparing with “Global competency for an inclusive world” by OECD; (2) based on the environmental literacy items in “Global competency for an inclusive world” by OECD and in K-12 curriculum for English Language, the proportion was generally low (2.0% to 12.0%) in showing the ideas about environmental literacy in two versions of junior high school English textbooks in Taiwan. The finding may provide different points of view for curriculum designers and textbook publishers to make corresponding adjustments.</p>
SK208 13:55-14:10	<p>Logical-Mathematics Intelligence in Early Childhood Students Iyan Rosita Dewi Nur Universitas Singaperbangsa Karawang, Indonesia</p> <p>Abstract: Mathematics for early-childhood (4-6 years old) is a tool that can be used to increase the thinking ability, support the children to increase various of intellectual potential, as well as a medium to increase various attitude and positive habitual, in order to apply the basic personality as early as possible, such as critical and creative thinking ability, diligent, self-supporting, scientific, rational, etc. This qualitative study investigated children's tendency how their logical-mathematics intelligence work. It focused on analyzing how their abilities to understand the operational basics in mathematics with numbers and its principles, along with the sensitivity to see the pattern and cause-consequence relationship and its effectiveness. The subject is 5 children. The results explain that more than 50% of children intellectual potential has been formed since 4 years old and children can consider shapes, measurement, and things based on their interpretation and experiences.</p>

<p>SK022 14:10-14:25</p>	<p>Analysis Learning Obstacle on Quadratic Function Topic Redo M. Ruli and Nanang Priatna Indonesia University of Education, Bandung, Indonesia</p> <p>Abstract: Learning quadratic functions is to combine aspects of geometry and algebra in which this topic becomes crucial for students to understand fully. Unfortunately, they often experience barriers in studying quadratic functions. This article aims to elaborate on what learning obstacles the students experience in studying quadratic functions. Each student has different characteristics, so it leads to different difficulties as well. By recognizing the learning obstacles, teachers can help them overcome those barriers, so that the concept of understanding on the topic of quadratic function is not gained partially.</p>
<p>SK021 14:25-14:40</p>	<p>Student' Algebraic Thinking Level Septiani Y. Maudy and Endang M. Department of Mathematics Education, Indonesia University of Education, Indonesia</p> <p>Abstract: Learning algebra as a bridge to improve mathematical ability in various aspects should not collapse. Many students get no meaning when learning algebra. Students' perceptions of algebra are difficult because there is a variable, therefore students have inherited difficulty. This article aims to share conceptual framework and to analyze research data that lead to algebraic thinking level of students. To be able to help students of various characteristics and ways of thinking, we as educators must know the difficulties they face and at which level the student's algebraic thinking is. So we can anticipate and facilitate them so they can bridge each level well and can help students improve their algebraic thinking.</p>
<p>SK012 14:40-14:55</p>	<p>Students' Problem Solving Ability in Non-routine Geometry Problem Fajri Maulana and Novia Tri Yuniawati Bandung Institute of Technology, Indonesia</p> <p>Abstract: Problem solving is one of four abilities which has been emphasized in the 21st century. A problem type engaged to explore students' problem solving ability is non-routine problem, particularly topic geometry. This research aims to describe students' problem-solving. It is a descriptive study using qualitative approach. The result indicated that the high - ability subject was quite able to understand the task and look back the results. In addition, upon preparation and execution of the plan, subject was able to do well. The medium-ability subject was able to plan properly, despite quite capable of understanding the problem, carry out the plan and looking back her result. The low-ability subject figured out the problem quite well, yet during plan preparation, plan execution, and reviewed the work, subject performed adequately. It is necessary for teacher to train and familiarize the students in solving non-routine problem, hence the students can experience their own mathematical process.</p>
<p>SK226 14:55-15:10</p>	<p>The Learning Motivation and Understanding towards Programming Education of Elementary School Students Hiroko Kano Yamagata University, Japan</p> <p>Abstract: Programming education through visual programming language has been introduced in many elementary schools. And lately, the number of robots for programming keeps increasing. It is becoming pervasive to see elementary school kids to construct their own robots, then make them move by the visual language programming. Undoubtedly it is essential to measure students' learning motivation and degree of understanding towards robot programming through visual language itself before implementing it in various subjects as a general academic routine. And in our measurement, we found that by programming, both the learning motivation and the degree of understanding have tremendously increased. Thus, our hypothesis is, if students' learning motivation and understanding decrease when programming education is applied in different subjects, the teaching curriculums should be revised.</p>

<p>SK108-A 15:10-15:25</p>	<p>Scientific inquiry through problem-based learning in a biology classroom: experiences and lessons learned by senior high school STEM students RICHARD M. MAGSINO De La Salle Lipa, Philippines</p> <p>Abstract: This study focused on determining the learning experiences and lessons learned by Senior High School (SHS) STEM students in General Biology 1 in a private sectarian college in Batangas Province, Philippines. These students implemented scientific inquiry through problem-based learning as the main instructional approach in SHS biology pedagogy. This research utilized a descriptive qualitative approach to study STEM students' experiences using axial coding to identify pertinent narratives and themes on scientific inquiry and problem-based learning. Results of the study showed five pertinent narratives or themes on how SHS students conduct critical thinking about biological science in the classroom. The narrative themes are the following: (1) SHS STEM students analyze biological problems and formulate hypothesis through intensive research by reading related articles and critical issue identification; (2) SHS STEM students synthesize details by collaboratively brainstorming or discussing within their group and primarily accessing their prior knowledge to come up with solutions to the biological issue; (3) SHS STEM students classified variables involved in the biological problem by determining the cause-and-effect relationships in the issue; (4) SHS STEM students compare their outputs and criticized experimental designs collaboratively by sharing their varied concepts and ideas to one another; and (5) SHS STEM students make real-life connections because of the problem's perceived importance or application, allowing them to convince others on the validity of their experiments. The findings of this study provided significant information on how SHS STEM students' perception on scientific inquiry through problem-based learning method actually helped them in designing scientific investigations. This study further shed light on various areas of weakness of SHS STEM students, e.g., failure to focus on the scientific merit of questions generated and to systematically collect and analyze data and draw conclusions.</p>
<p>SK227 15:25-15:40</p>	<p>Study on the Introduction of New Teaching Methods into the Application of Financial Management Knowledge in Curricula Ting-sheng WENG National Chiayi University, Taiwan</p> <p>Abstract: Financial management is one of the necessary skills in life; as one matures, the use of financial management frequency will be greatly increased. Because financial thinking can be cultivated, growing the habit of financial management and understanding financial-related knowledge at a young age can have a great effect on fostering future financial behavior. Therefore, in this study the research team integrated financial behavior education into homework assignments and encouraged students to improve. The research team asked students to take the costs of a specific period of school time as the subject of study and then use software to make an animation of their financial management while acquiring software application skills. For example, Student A, through the homework preparation process, paid attention to the impact of financial behavior. From the animation of charts and figures, it was apparent that Student A had acquired mathematical quality, scientific quality, aesthetic quality, and management quality. Student A eventually became a maker by creating an animation about financial management and cultivating a problem-solving spirit. In this progress, Student A's STEAM (science, technology, engineering, art, and mathematics) abilities were upgraded, as were Student A's innovative, independent thinking and problem-solving skills.</p>
<p>15:40-16:00</p>	<p>Coffee Break</p>

Session 4

13:40-15:40, Jan. 28, 2018

Venue: Pine

Theme: Education Management and Assessment

Session Chair: Assoc. Prof. Janet Presnilla-Espada

Leyte Normal University, Philippines

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
SK214 13:40-13:55	<p>The Application of Morphological Analysis on the Experimental Teaching Assessment of Creative Problem Solving Tsui-lien Shen and Jiin-chyuan Lai Center for General Education, National Formosa University, Taiwan</p> <p>Abstract: More innovative imagination and concrete results would be meaningfully produced to become civilized products and cultural creativity if the creative techniques can be employed through creative problem-solving teaching. The purpose of this study was to apply the morphological analysis on ten-week experimental teaching. One-way ANOVA was employed to analyze the change of the students' creative problem-solving thinking, and qualitatively analyze the creative problem-solving process of the team's performance imaginary creative works. The participants of this study were 105 students from the University of Science and Technology, which were divided into experimental group and control group. The research method was quasi-experimental research with the Nonequivalent Pretest-Posttest Designs. The research instruments included the Abbreviated Torrance Test for Adults (ATTA), the creative problem-solving teaching design with learning perception questionnaire, and the expert assessment with creative imagination work scale. The conclusions of this study were as the followings: 1. In the creative problem-solving, the students in the experimental group achieved higher significant level in terms of producing innovative ideas than the students in the control group; whereas did not achieve the significant level regarding the awareness of challenges, preparing for actions and planning for methods. 2. In the expert assessment with creative imagination work scale, the students in the experimental group achieved higher significant level in terms of relevance & effectiveness, problem focusing, refinement, originality, multiple-possibilities, connectivity, transcendence than the students in the control group. 3. In the Qualitative analysis regarding creative problem-solving, the students were recognized lacking of practical experiences; it was difficult for them to conduct the preparation for actions and planning for methods to solve the practical problems.</p>
SK002 13:55-14:10	<p>A Study of the Operation of Principal's Accountability Leadership And Student Achievement Fan Chih-Wen and Chang Wen-Cheng National Dong Hwa University, Taiwan</p> <p>Abstract: This paper aims to probe into process and influence of elementary school principals who promote accountability operation. This study was a case study with targets of schools , which were named as A, B and C. The interview was based on the recording pen which was used upon the participants' agreement. The research findings demonstrate four kinds of faith of the principals in accountability leadership operation. The principals' accountability operation involves six specific actions. The influence of principals' accountability leadership are improve students to learn how to collect information, think and judge independently, analyze and organize effectively, share and collaborate, and further deepen their knowledge into portable competency.</p>

<p>SK010-A 14:10-14:25</p>	<p>A study on teacher unions participation in Taiwan Cheng-Yu Hung National Taiwan University, Taiwan</p> <p>Abstract: Employer-employee relations and labour rights are hotly debated issues in Taiwan recently. The Taiwanese teachers have long been excluded from the protection of the labour legislation. Until the revision of the legislation in 2010, teachers were finally granted the right to trade union establishment and enjoyed the same legal protection. By using the seminal theory of three generations of labour relations, this research shows that the development of teacher trade union in Taiwan demonstrates another trajectory in light of a different East Asian context. We look into the constituent members of the union and tease out with what characteristics, and visions of career development, teachers are drawn to involve in the operation of the union. Meanwhile, through the method of interviewing 25 union teachers, the influence of the union on bettering working conditions, empowering teachers, and lifting the satisfactory of work are explored.</p>
<p>SK023-A 14:25-14:40</p>	<p>An Analysis of Differences and Dilemmas of Remedial Teaching in Urban and Rural Elementary Schools Chen I-Ching National Sun Yat-sen University, Taiwan</p> <p>Abstract: The low achievement students in Taiwan, whether they live in urban or rural areas, have the opportunities to take remedial courses at schools. However, some research showed that the sources of remedial teachers are different in urban and rural areas, and there were a lot of difficulties that teachers face during remedial teaching in both urban and rural areas. The present study intends to investigate the different remedial teachers' sources in urban and rural areas and the difficulties which remedial teachers face. This study will apply semi-structured interview and observation to collect data. The participants will be the teachers and principals in two elementary schools; one is located in rural area and the other is located in urban area. By the interviews and observation, how the remedial teachers are selected and what the difficulties they face will be presented and discussed.</p>
<p>SK121-A 14:40-14:55</p>	<p>Media and Technology Learning: Case Study in Indonesian Islamic School Sarwenda Graduate School of UIN Syarif Hidayatullah Jakarta, Indonesia</p> <p>Abstract: This study aims to reveal the use of media in Islamic schools. Islamic educational institutions in Indonesia, often reported as educational institutions that are not open to the development of the times and left behind in terms of use of technology and media in the learning process. It is thus considered to affect the effectiveness of the ongoing learning process. Over time, Islamic educational institutions have started to open up to adjust the development of the times and moving dynamically. The use of media and technology in learning has often been used even in traditional Islamic educational institutions. The study is conducted using qualitative method. Data are collected from various written documents and interviews with some resource persons.</p>
<p>SK225-A 14:55-15:10</p>	<p>Teacher's Perception on the Implementation of the Learner-Centered Activities in De La Salle Lipa Integrated School RANDY LIMBO PALESTINA De La Salle Lipa, Philippines</p> <p>Abstract: The paper provides the perception of the teachers on the implementation of the learner-centered activities in De La Salle Lipa Integrated School. Using a descriptive research that utilized survey questionnaire and interview conducted from 40 respondents, it was found out that most of the teachers understand learner centered as an approach by which learners are responsible in their learning and that they only act as facilitators. Teachers believe that the learning process must be focused on the needs, interest and learning styles of the students. The study also revealed that the teachers are implementing learner-centered activities in the classroom through the different group activities that encourage the learners to collaborate, as well as individual activities that help</p>

	learners to reflect on their learning. Finally, the teachers ensure that these activities facilitated in the classroom are authentic and based on a real-life situations that enable the students to develop functional learning.
SK013 15:10-15:25	<p>Development of Problem Solving Skills by Integration Learning Following STEM Education for Higher Education Titiya Netwong Suan Dusit University, Thailand</p> <p>Abstract: The objectives of this research were to development of problem solving skills and learning achievement in problem solving by integration learning following STEM education. The sample used for experimental group consisted of 33 undergraduate students in the Strategic Information Management course in the 2016 academic year, at Suan Dusit University. The research instruments was the problem solving skills evaluate and problem solving achievement. The data obtained were analyzed by using mean, standard deviation, and t-test dependent. The results of the study were as follows: 1) the problem solving skills of experimental sample increased 13.03 %. The comparison of problem solving skills before and after undertaking integration learning following STEM education was different at significant 0.05. Over all problem solving skills after undertaking teaching (= 8.47) was higher than before teaching (= 3.91). 2) The learning achievement in problem solving of experimental sample increased 17.92 %. The comparison of learning achievement in problem solving before and after undertaking integration learning following STEM education was different at significant 0.05. Over all learning achievement in problem solving undertaking teaching (= 13.85) was higher than before teaching (= 7.58).</p>
SK016 15:25-15:40	<p>Does length limitation promote planning activity during the initial planning phase in L2 essay writing by university students? Hideyuki Sakihama Hannan University, JAPAN</p> <p>Abstract: The purpose of this study was to examine the effect of length limitation on the degree of planning activity, especially during initial planning phase, in L2 essay writing. A total of 16 undergraduate and graduate students (3 males and 13 females, mean age = 20.75 years, age range = 18-25) participated in this study. All of them spoke Dutch (including Flemish) as their first language, and English as their second language. Participants took part in three sessions, in which they were asked to write an essay in English (L2) of 150 words, 300 words, and 600 words, respectively. All participants engaged in some kind of planning in the initial planning phase, and subsequently wrote the essay (writing phase). A questionnaire regarding planning activity and cognitive load was administered soon after finishing each phase. The results showed that (1) the degree of planning activity was highest in the 600-word condition, (2) the degree of planning activity was higher in the writing phase than in the initial planning phase, and (3) cognitive load was higher in the writing phase than in the initial planning phase.</p>
15:40-16:00	Coffee Break

Session 5

16:00-18:00, Jan. 28, 2018

Venue: Cherry

Theme: Phonetics and Sentences

Session Chair: Assoc. Prof. Aliaksei K. Dadykin

Belarusian National Technical University, Belarus

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
LA1012-A 16:00-16:15	<p>A Preliminary Study on Timing Patterns of English by British Native Speakers and Mandarin L2 Speakers Chen Bingru English Department, Chinese University of Hong Kong, Hong Kong</p> <p>Abstract: There is a wide phenomenon that foreign accent is often perceived in the speech of L2 learners, and it is also true of Mandarin speakers who learn English as an L2 language. Based on the influence of L1 on L2 and the differences between these two languages, this study tries to make a comparative study on the timing patterns of English spoken by native English speakers and Mandarin L2 learners by conducting three experiments, expecting to see whether the inaccurate pronunciations of L2 Mandarin learners, if any, are dependent on the different timing patterns of these two languages. The participants were 11 native British English speakers from the Greater London area and self-declared to speak Southern British English, Received Pronunciation, or BBC English, and 20 native Mandarin speakers from mainland China and reported to speak standard Mandarin. All the participants were asked to read a list of words and sentences during the three experiments. Results from the data analysis reveal that: (1) the amount of polysyllabic shortening is likely to be one of the difficulties for Mandarin speakers as L2 learners of English; (2) no significant differences exist between British English speakers and Mandarin speakers for the reduction degree of the base durations changing from the monosyllabic words to iambic disyllabic words; and (3) in both standard and nonstandard context, British English speakers and Mandarin speakers are significantly different in the mean duration of word-final and phrase-final syllables. British English speakers produce longer duration for syllables in word-final position and phrase-final position than Mandarin speakers.</p>
LA1043 16:15-16:30	<p>Manipuri Lore: Folktales, Cultural History and Anthologies Yaisna Rajkumari Stella Maris College, Affiliated to the University of Madras, India</p> <p>Abstract: The paper will establish a connection between folktales and the cultural history of a region, particularly with respect to the Indian state of Manipur. It is premised on the belief that a study of folktales can alert us not only to the various interconnections between folktales and the cultural history of a place but also help analyse the dynamics of the publication of the anthologies of folktales in relation to this cultural history. The paper will include analyses of Meitei and tribal tales pertaining to the nationalist phase and contemporary period in the history of the North Eastern Indian state of Manipur and look at how in the past few years, compilers and translators have incorporated versions of tales different from the earlier anthologies, establishing a direct link between the tales and the times of their publication</p>
LA0015 16:30-16:45	<p>The Art of Ambiguity and Its effect in Wang Wei's Poem Lu Zhai NGUYEN THI THU HOAI School of Foreign Language Thai Nguyen University, Vietnam</p> <p>Abstract: This paper presents a study on investigating into errors of pronouncing the consonants made by the third year students major in English at the Faculty of Foreign Languages – Thai Nguyen University. The study has identified, analyzed and synthesized errors of pronouncing the English consonants including /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, then found the reasons causing the students' problems. Based on the results of the study,</p>

	appropriate and effective suggestions were given in order to improve students' English pronunciation in general and in terms of six selected consonants in the study. The results will be value materials for both learners as well as teachers in teaching and learning English pronunciation.
LA1004 16:45-17:00	<p>Slang As Social Identity in Stand-up Comedy Academy Indosiar: A Sociolinguistics Study I DewaPutuWijana Faculty of Cultural Sciences GadjahMada University, Indonesia</p> <p>Abstract: This article deals with the use of unique morphs in Indonesian in accordance with their distribution, phonological correspondences, and semantic relations with the co constituents in Indonesian compound and phrase structures. By collecting data intuitively, and completed with ones from Indonesian Big Dictionary, data analysis applying distributional qualitative and quantitative methods shows that Indonesian unique morphs which are mostly nouns and adjectives can exist with co constituents which are either unique or non unique, following or preceding them. Because of continuous intensive borrowing from regional and foreign languages, most of the unique morphs do not show phonological correspondence with their co existing constituents, and semantically tend to modify the meaning of those constituents. Meanwhile, the unique morphs which phonologically have various correspondences with their co constituents are relatively constant in number, and semantically function to intensify the meaning of those constituents.</p>
LA1036-A 17:00-17:15	<p>THE PATTERN OF PARALLELISM IN A MALAY POETRY Mohammad Fadzeli Jaafar Universiti Kebangsaan Malaysia (National University of Malaysia), Malaysia</p> <p>Abstract: Poets in Malaysia were found to be more creative in producing their work after the 1960's especially in terms of technique and language styles. One of the techniques that stands out and was detected is the use of parallelism. The purpose of this study is to explore various forms and meaning of parallelism in the Malay poetry. For that purpose, this study has selected one of the famous poet in Malaysia, namely A. Latiff Mohidin, who was found to be very consistent in the usage of various parallelism patterns in his work. Latiff is better known for his individualism and visualism style. This study will examine his famous work, namely The Mekong River which was first published in 1974. The parallelism pattern will be analyzed from the grammatical aspects, namely the phonological parallelism, morphological parallelism and syntactic parallelism. The results of this study found that the poet had used a very rigid parallelism technique by regulating the sounds, words and the sentence structure. The poet had incorporated the parallelism and repetition aspects in his work. The parallelism element was found in all positions, namely the beginning, the middle and at the end of lines. In terms of meaning, Latiff is more likely to use the antithetic and synthetic parallelism. The results of this study will contribute to the style of Latiff Mohidin in particular, and the Malay poetry style in general.</p>
LA1040-A 17:15-17:30	<p>Interpreting focus under negation in Standard Arabic Nasser Al-Horais Qassim University, KSA, Saudi Arabia</p> <p>Abstract: The expression and interpretation of negation in natural language have long fascinated philosophers, logicians, and linguists. One important issue that has attracted much interest in recent linguistics is the interaction of negation with other syntactic and semantic phenomena such as modality, tense, aspect, ellipsis and information structure (see for example, Ouhalla 1993; Zanuttini 1997; Taleghani 2006; Hinterhölzl & van Kemenade 2012; Al-Horais 2013; de Haan 2013). In this paper, I consider the interaction between negation and information structure by interpreting focus under negation in Standard Arabic (Arabic, for short) via its negative marker (laysa) that has different patterns to express negation. One of these significant patterns, which has not been explored much before, is its distribution of focus features and its role in mapping the syntactic structure to the semantic interpretation.</p>

<p>LA1020-A 17:30-17:45</p>	<p>Imperative Pragmatic Form on Traffic and Banner Traffic Environment Riska Damastika Ayuningtyas Universitas Negeri Jakarta (State University of Jakarta), Indonesia</p> <p>Abstract: Formally or structurally, imperative sentences in Indonesian can be manifested in several ways such as using enforcing particles, refiners, and command words such as invitations, expectations, requests and restrictions with forms such as: let's, let's not, do not, (-lah) particle, (-kan) suffix and the use of exclamation marks at the end of the sentence. However, there are interesting facts that occur in Indonesia with the emergence of banners or bans placed in public places using a unique nonimperative sentences. This study aims to reveal the purpose of imperative pragmatic form contained in the language used on the banner of appeal by relating it to the context of the speech situation that lies behind the banner. The context can be intralinguistic and extralinguistic. The researcher has used the exploratory methods to describe and explain what is meant in the imperative sentences constructed nonimperatively. The result shows that there are several sentences that have an assertive communicative value such as suggesting and directive (the form of speech intended by the speaker to make an effect for the partner to say action) such as ordering, requesting, advising and recommending.</p>
<p>LA1035-A 17:45-18:00</p>	<p>Interconnection Method of Cognate from the Direction of Phonetic and Semantic Extension Chunjiang Wang Nanjing Normal University, China</p> <p>Abstract: The words close in pronunciation and meaning are called cognate. The interconnection method of cognate is the study of the relationship between Chinese lexical meaning and phonology. Determining the Chinese word's phonology, meaning, and the relationship between Chinese characters are the premise to determine the cognate. The words with same or similar phonetic are homophonous or nearly homophonous graphs according to phonological variation theory that put forward by philologist Wang li. The cognate's meanings are associated. They have same etymon. And almost all the cognate words' meanings are centering on the etymon meaning, such as Causative meaning, the meaning about the results, the meaning about the purpose, the meaning about the premise, the backward extension about the meaning of the word, and the function of the words. It Break through the limitations of the phonetic, get rid of the criticism of the thesis that the phonetic component of some characters carries meaning (右文说), and find the semantic connection between different semantic component.</p>
<p>18:30-21:00</p>	<p>Dinner Venue: Marronnier</p>

Session 6

16:00-18:15, Jan. 28, 2018

Venue: Rose

Theme: Literary Works Analysis

Session Chair: Assoc. Prof. Liao, Kao-chen

Fo Guang University, Taiwan

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
LA0006 16:00-16:15	<p>Reestablishing Connection and Continuity through Solitary Writing —Solitude as Contextualized within Postmodernity in Paul Auster's <i>In the Country of Last Things</i> CHEN Ru Guangdong University of Finance and Economics, China</p> <p>Abstract: In his examination of solitude and its place in the postmodern society, Paul Auster reinvents the supposedly reclusive, enclosed, and self-sufficient phenomenon into one that is open, explorative, and inter-reaching. The ambiguous and indeterminate concept serves as an apt epitome of postmodernity that signifies both connection and disconnection. Contemplating the fragility of continuity and connection in the face of prevalent contingencies, Auster proposes for those contextualized by postmodern solitude an active engagement in writing and memory to retain a continuous vision in time, space, language and interpersonal relation. With that tentative solution in mind, he continues to explore and invent meanings for solitude in reservoirs of existential experiences that contain and exceed postmodernity.</p>
LA1034 16:15-16:30	<p>An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives Sihab Lapoto Ade Potradinata Indonesia University of Education & Indonesia Endowment Fund for Education (LPDP-RI), Indonesia</p> <p>Abstract: Many kinds of texts are presented to the high school students in Indonesia. There are many kinds of texts that they have to master. One of the text should be mastered by the students is descriptive text. Based on a student's descriptive text at one of Islamic senior high school in Semarang Regency, the student still have difficulties in writing descriptive text. To overcome that problem, this research aims to analyze a student's descriptive text writing through SFL perspectives and to find out the pedagogical implication to deal with that problems. This research belongs to qualitative descriptive in which using the document analysis as a technique to obtain the data. The finding showed that students still have difficulties in some aspects such as the difficulty in writing the descriptive text with a chronological schematic structure, the inability in adjusting the social function of the text, and the difficulty in filling the text with appropriate language features such as the use of unspecific participant. Thus, according to several studies as the pedagogical implication, Discovery Learning Model can be implemented to solve students' problem in writing descriptive text.</p>
LA0012-A 16:30-16:45	<p>The "New Medusa" Articulation in Chicklit: Undoing Phallocentrism in <i>The Devil Wears Prada</i> and <i>Bridget Jones's Diary</i> Gina Rose Trexianne Salmeo-Sy and Andrea Gomez-Soluta Silliman University and Sultan Kudarat State University</p> <p>Abstract: Chicklit, despite its popularity, is not generally perceived as serious literature. The term, in fact, is a derogatory label for books written by young women. However, the orientational, ontological, and structural metaphors (three overlapping categories of conceptual metaphors—the underlying meanings of expressions that appear on the linguistic surface) culled from chicklit novels, such as "<i>The Devil Wears Prada</i> (TDWP)" and "<i>Bridget Jones Diary</i> (BJD)," invite a reconsideration of the genre given how these metaphors inscribe femininity as woman power</p>

	<p>challenging phallogocentric frames in the process. This paper refers to this fresh look at femininity as the “New Medusa” articulation. In TDWP and BJD, the “New Medusa” articulation reverses the values assigned to male/female binary pole and presents gender and identity as indeterminate, varied and open-ended concepts. Specifically, <i>orientational metaphors</i> (examples: POWER/STRENGTH IS CENTRAL; POWERLESSNESS/WEAKNESS IS PERIPHERAL) show the centralization of female characters based on power, position, status, strength, and confidence and the marginalization of male characters relegated to being fashion assistants, security guards or cab drivers. <i>Ontological metaphors</i> (examples: BODY IS A CONTAINER; IDENTITY IS AN ENTITY) help explain characters’ activities and experiences. Miranda Priestley in TDWP morphed into her desired persona implying that as tenant of her own body, she has control of it. In BJD, identity is equated with an outer garment which could be easily removed and changed. <i>Structural metaphors</i> (example: EDUCATION AND JOB/PROFESSION ARE INSTRUMENTS OR VEHICLES), meanwhile, illustrate the women characters’ attempts to gain empowerment and overcome oppression through education and employment.</p>
LA1023-A 16:45-17:00	<p>Despairing Rainbows: Portrayal of Gay Relationship Issues in Selected Philippine Gay Romance Stories Marfy M. Cabayao and Andrea Gomez-Soluta College of Arts and Sciences, Central Philippines State University, Philippines</p> <p>Abstract: The Filipino gay [men] community has long been visible in Philippine society with many—both insiders and outsiders—believing that its members are able to put forward the collective gay agenda given their broad societal acceptance. But a discourse analysis of five contemporary gay romance stories written by Filipino gay men: 1) Bahay-bahayan (Playhouse) by Michael Juha; 2) Pakiramdam (Feeling) by Ino Manalo; 3) Red ang Luha ni Michael (Michael’s Red Tear) and 4) Blue ang Kobrekama ni Jake (Jake’s Blue Bedspread) both by Jimmy I. Alcantara; and 5) Orosa-Nakpil, Malate (English version, 2009) by Louie Mar A. Ganguangco revealed that gay visibility in society does not actually translate to gays peacefully co-existing with the rest of the society. The protagonist gay couple in each story faced various socio-cultural, religio-political realities that proved discriminatory against their relationship. Specifically, three main issues were drawn from the selected stories which seemingly doomed the relationship from the start: kins’ intolerance or non-acceptance of their relationship; one partner’s mental health; and HIV/AIDS afflicting gay men. Based on the stories, leading a gay life or being in a gay relationship is not easy particularly in spaces where the public eye remains critical of gay acts. However, all the stories were faithful to the expectations of the romance genre, hence, the ‘positive’ endings: a marriage; steadfastness as the partner’s insanity worsens; family members’ ultimate acceptance of their relationship; and a vow of unconditional love despite the complications of HIV/AIDS.</p>
LA0021 17:00-17:15	<p>The Effect of Learning Tournament Method with Medium of Serial Images to the Ability of Writing short story Text of Students of Class VII of SMP Negeri 4 Bogor Delia Paramita, N. Lia Marlina, S.Pd., M.Phil (ling), and Suhertuti, M.Pd Universitas Negeri Jakarta (State University of Jakarta), Indonesia</p> <p>Abstract: This study aims to determine the effects of Learning Tournament method using chain of images as the media to the Ability of Writing Text of the students of Class VII at SMP Negeri 4 Bogor. This research was conducted in SMP Negeri 4 Bogor from early April to early May of 2017. The research method used is experimental method group pretest posttest design, which is randomized control group. The population of this study is all students who are registered as students of class VII at SMP Negeri 4 Bogor. Sampling is done randomly, namely random sampling. The total number of sample is 57 students, 27 of whom are the experimented class students and 30 others are controlled students.</p>

<p>LA1037-A 17:15-17:30</p>	<p>Re-Reading The Importance of Being Earnest with Foucault and Zizek Liao, Kao-chen Fo Guang University, Taiwan</p> <p>Abstract: It is a common consensus that Oscar Wilde's The Importance of Being Earnest ironized Victorian morality. Over a century critics focus on the dialectical relationship between style and content, manners and morals, and seriousness and triviality in this play. While critics had reached a high degree consensus about Wilde's stylistic inversion and subversion of Victorian moralities, I appropriate Michel Foucault and Slavoj Zizek's theorization of discourse, self-invention and desire, so as to illustrate how Victorian repression of desire incites more desire of transgression and recreation of the self. Furthermore, such Foucauldian technology of the self has its root, cast in the light of Zizekian psychoanalysis, in the subject's pursuit of the lost object due to the inherent lack in the symbolic order. This view helps explain a rare answered key puzzle: why both male protagonists, with their satirical remarks on marriage, choose to marry in the end. With different symbolic formations in different fields, characters in this play accept or actively create symbolic restrictions to generate their enjoyment. Clarification of this process helps explain not only Wilde's double-life ethics, but also the paradoxes and antitheses in this play.</p>
<p>LA1038-A 17:30-17:45</p>	<p>Analysis of the Style, Narrative Perspective and Narrative Voice of The Road Shan jianguo Shanghai University of International Business and Economics, China</p> <p>Abstract: The Road can be said to be a typical example of Cormac McCarthy's distinctive style and narrative characteristics, reflecting his thinking on human's psychological entanglements and ethics in the end of world. This paper mainly intends to analyze style, narrative perspective, narrative voice of The Road, accordingly pointing out that the changes of multiple narrative perspectives and narrative voices reveal characters' psychological activities, their moral awareness and ethical behavior, and further affect the readers' empathy and their ethical position.</p>
<p>LA1050-A 17:45-18:00</p>	<p>The Art of the Perverse: The Perverse Identity in Jelinek's The Piano Teacher and Sueskind's Parfume Shu-Ping Lee Asia University, Taiwan</p> <p>Abstract: Both Lacan and Freud regard human desire as perversion. The common themes in Jelinek's The Piano Teacher and Süskind's Parfume can be summarized as follows. First, violence and pleasure or violent pleasure can be characterized by the perversion presented in both works. Second, violence and pleasure are supported by art, which becomes a means of perversion. The artistic perversion depends on the presentation of taboos. Third, after being abandoned by the maternal body, Grenouille's desire of having his own scent and identity is triggered; after realizing that she is confined by the mother, Erika's desire of having her own identity is initiated. Both identities are attached by the maternal body and hence become perverse. As has been stated by Ghost (2016), perversion has its own logic, and how the body discourse of perversion triggers the irreversible power relation is the aim of this project. The research methods adopted are Kristeva's "perverse or artistic" based on her abjection theory for the decoding of the significance of the perverse body and Foucault's power theory based on his use of the panopticon for the explanation of body discourse, violence and pleasure. Based on the literature review, the proposed thesis still remains unknown. This project can be concluded that first, both Jelinek and Süskind present the abject as the perverse by deconstructing the border of subject/object demonstrated by Kristeva's abjection. Second, both Jelinek's and Süskind's abject can be explained by Foucault's power relation in that everything is subject to variation, which triggers the flow of power relation through the perverse body.</p>

<p>LA1045 18:00-18:15</p>	<p>Historical, Political and Personal Double Narrative: Kazuo Ishiguro's The Remains of the Day Minjeon Go Sungkyunkwan University, South Korea</p> <p>Abstract: This paper discusses the historical, political and personal double narrative inherent in Kazuo Ishiguro's The Remains of the Day (1989). The first-person narrator, butler Stevens approaches self-awareness from double angles of time and space. Although Stevens and his country, the British Empire had lost its glory of the past and the nostalgia of its magnificent days, they still try to look positively into the present. Drawing on historicity and mythology, aristocratism and democracy, Stevens' nostalgia and self-awareness, Ishiguro implies that we are all butlers. This paper does not find greatness within past nostalgia but explores the way to dignity through historical, political, and personal self-awareness in the fast changing world of today.</p>
<p>18:30-21:00</p>	<p>Dinner Venue: Marronnier</p>

Session 7

16:00-18:00, Jan. 28, 2018

Venue: Oak

Theme: Educational Statistics

Session Chair: Prof. Hideyuki Sakihama

Hannan University, JAPAN

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
SK039 16:00-16:15	<p>A baseline Survey to Evaluate the Level E-learning Preparedness for Student and Lecturers---A case study of Kabete National Polytechnic Elphas Lisalitsa and Tsuyoshi Usagawa Kumamoto University, Japan</p> <p>Abstract: This study was carried out to evaluate the level of preparedness of kabete national polytechnic (KNP) at embracing the use of learning management systems (LMS) in the delivery of content. The level of preparedness was examined on three aspects of e-learning facilities, e-learning environment and student and lecturers characteristics. A total of 550 students and 33 lecturers participated in the survey. The study revealed that student as well lecturers were ready for e-learning, however their perception was that KNP is not ready to implement e-learning in terms of facilities to support e-learning. Further the lecturer showed a better understanding of what e-learning is in comparison to student. In conclusion the authors suggest a better understanding of the level of preparedness can be obtained by conducting a pilot implementation of e-learning and seminars can be conducted to raise the level of e-learning awareness.</p>
SK011 16:15-16:30	<p>The 21st Century Instruction: The Relationship Between Learning Style and Media Using Sayamon Insaard Ramkhamhaeng University, Thailand</p> <p>Abstract: This research aimed to 1) study the learning style of the students, 2) study the media using of the students, 3) study the relationship between the learning style and media using. The 191 samples were undergraduate students from the faculty of Education, Ramkhamhaeng University who were studying in the first semester of 2017 academic year, derived from volunteer sampling. The research instruments were questionnaire on media using, and perceptual learning style preference questionnaire (PLSPQ). The data was statistically analyzed by percentage, mean (), standard deviation (S.D.), t-test for independent samples, and Pearson's correlation coefficient. The research findings were that 1. Three ranks of learning styles of undergraduate students of Ramkhamhaeng University were 1) Kinesthetic Major Learning Style Preference (KLS) (= 4.08, S.D.= 0.56) 2) Auditory Major Learning Style Preference (ALS) (= 4.06, S.D.= 0.52), and 3) Group Major Learning Style Preference (GLS) (= 4.06, S.D.= 0.65) respectively. 2. Three most favorite media using of undergraduate students of Ramkhamhaeng University were 1) lecturing of the professors (= 4.30, S.D.= 0.73), 2) printed media, textbooks, and documents (= 4.17, S.D.= 0.76), and 3) PowerPoint presentation (= 4.16, S.D.= 0.82). 3. The relationship between the learning styles of Ramkhamhaeng University undergraduate students was that visual learning style (VLS), tactile learning style (TLS), individual learning style (ILS), ALS, KLS, and GLS significantly related to all types of media using at the level of .01, and individual learning style (ILS) had no relationship to the lecturing of professors.</p>
SK113 16:30-16:45	<p>The Relationship between Low-income Middle School Gifted Students'Beliefs about Intelligence and Their Attitudes in School Mihyeon Kim and Jennifer H. Robins William and Mary, Williamsburg, USA</p> <p>Abstract: What are the psychological mechanisms that enable middle school gifted students to accomplish their academic goals? Among many models and theories to understand the ways to promote students' academic achievement, implicit theories of intelligence is described as a model</p>

	<p>that students may hold different implicit belief about the nature of intelligence and have been explored to predict low-income students' academic motivation and achievement. To understand psychological mechanisms that allow low-income gifted students to overcome challenges they face, this study examined beliefs about nature of intelligence and their attitude in school in the context of implicit theories on shaping their attitudes in schools. The results of the study indicated that the multiple regression analysis for predicting attitude in school was found to be statistically significant. The results of this study showed that beliefs about malleable characteristics of intelligence impact their attitudes in school.</p>
<p>SK114-A 16:45-17:00</p>	<p>Copability And Capability Of Practicum Students In University Of Rizal System: Input To Practicum Enhancement Program Dr. Florencia V. Bautista University of Rizal System, Morong, Rizal</p> <p>Abstract: Educational reforms are initiated by the higher educational institution in order to ensure success in the delivery of educational services. Practicum or Job immersion is an exciting opportunity to learn and gain real world experience in the chosen field the student chose. This stage can be considered also the highlight of their education and therefore, practicum experiences are designed to provide students with a supervised field experience in their chosen field. Furthermore, a need to assess the performance of practicum students must be given attention. Thus, this evaluation is conducted and as a partial requirement for graduation. This study generally aims to determine the copability and capability of practicum students in University of Rizal System. It also intends to determine the feedback of employers about practicum students performance and to develop practicum enrichment program based on the result of the study. The term copability is a term that identifies the coping skills of practicum students with the change in their time, environment and daily activities. Coping are partly controlled by personality or the habitual traits but also partly by the social environment, particularly the nature of the stressful environment. Meaning copability accompanies adjustment on their personal, interpersonal relationships and their environment while capability are the competencies one has on their work. Descriptive research using survey method is applied to collect data on the copability and capability of practicum students. Questionnaire-checklist was developed and content-validated by the experts. Administration of the instrument to the respondents was conducted and followed by presentation, analysis and interpretation of data gathered and the development of plan of action/practicum enrichment program. This study is based on Holland's Theory of Personality Types of Individuals/Workers. He classified workers into six personality types such as Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). This means that practicum students chose the field they are going to venture depending upon their capabilities and how could they adjust to the world of work. The result will also show the kind of workers and individuals they will be in the future. It is therefore concluded that there are more female managers who evaluated the practicum students and who are working in the public sectors and serving the company for 5-10 years, adjustments in time and in the superior are always experienced by the practicum students during job immersion but they are capable to do the job assigned to them with minimum supervision.</p>
<p>SK120-A 17:00-17:15</p>	<p>Correlation Between The Performance In The Pre-Board And Licensure Examinations Of The Teacher Education Graduates Of The University Of Rizal System Dr. ALLEN U. BAUTISTA University of Rizal System, Morong, Philippines</p> <p>Abstract: This study inquired on the correlation between the performance of the teacher education graduates of the University of Rizal System in the pre-board and licensure examinations during the school year 2016-2017. This made use of descriptive method of research utilizing correlational design. There were 55 elementary and 65 secondary teacher examinees involved in this study whose scores in the pre-board and licensure examinations were taken from the Center for Lifelong Learning of the University and the Professional Regulation Commission. Findings revealed that the Elementary Teacher Examinees were Not Proficient in the pre-board examination, but showed proficiency in the licensure examination with respect to general education, while in professional</p>

	<p>education, they demonstrated proficiency in the pre-board and no proficiency in the LET. Moreover, the Secondary Teacher Examinees showed proficiency in both examinations along general, professional and specialization components. Over-all, the Elementary Teacher Examinees failed to meet the cut-off percentage of 75% in both examinations and described as Not Proficient, while the Secondary Teacher Examinees met the required 75% and showed proficiency in both examinations. On the other hand, there were average and low correlations found between the performance of the Elementary Teacher Examinees in the pre-board and licensure examinations with respect to general education and professional education components. Evidently, an average correlation was observed on the performance of the secondary teacher examinees in the pre-board and licensure examinations with respect to general and professional education components, while low correlation on the specialization component. Generally, there was a high correlation between the performance of the elementary teacher examinees in the pre-board and licensure examinations, while average correlation was found on the performance of the secondary teacher examinees in both examinations.</p>
<p>SK218-A 17:15-17:30</p>	<p>A Study of the Correlation between Learning Styles and Students' Achievement in the Malaysian Studies Course at Politeknik Sandakan Sabah Nasuha Nasaruddin, Khalid Johari and Shakiratul Hanany Abd Rahman Universiti Malaysia Sabah, Malaysia</p> <p>Abstract: This study was carried out to investigate the relationship between learning styles and students' achievement in the Malaysian Studies course among Semester 1 students of Politeknik Sandakan Sabah. The adapted version of Studying at School Inventory originally developed by Selmes (1987) was used in order to gather the data. Descriptive statistics was employed in order to obtain the percentage, mean and standard deviation of the learning styles, while the statistical inference method through the Pearson Correlation was used to test the initial hypotheses. The data was then analysed using the Statistical Package for Social Sciences (SPSS) Version 20. This study has found that the dominant learning style was the surface learning. Apart from that, this study has also found a very weak significant relationship between the surface, deep and strategic learning with the students' achievement.</p>
<p>SK115 17:30-17:45</p>	<p>Increasing Engagement of Underrepresented Groups Using a Novel Mathematics Communication Tool Marco Pollanen, Sohee Kang, and Bruce Cater Trent University, Canada</p> <p>Abstract: Many recent studies, based largely on face-to-face classroom experiences, extol the benefits of new interactive pedagogical models, including peer-based learning. Others have shown that out-of-class student-teacher interaction (e.g., office hour attendance) leads to improvements in many key academic measures, including student performance, retention, and satisfaction. At the same time, however, it has been shown that, relative to their male peers, women are less likely to engage in both in- and out-of-class discussion in post-secondary mathematics and statistics courses. In this paper, we discuss our experience with a mathematics service course in which online communication technology that allowed for anonymity was used. This technology dramatically improved office-hour participation rates, and students reported that it helped alleviate their anxieties surrounding communication. We then explore how these ideas can be extended to develop new communication models for the technologically-enhanced class – models that may help overcome social barriers to create a more inclusive student-centred environment, leading to further democratization of learning, including increased participation by women.</p>
<p>SK104-A 17:45-18:00</p>	<p>Realizing the Vision of the Founder, St. John Baptist De La Salle: Motivational Factors and Teaching Philosophies of Education Students Maria Theresa B. Kalaw De La Salle Lipa, Philippines</p> <p>Abstract: This research is intended to explore the motivational factors and teaching philosophies of De La Salle Lipa education students as they relate to the philosophies of the school's founder and</p>

	<p>patron of all Catholic teachers, St. John Baptist de la Salle. The mixed-method (triangulation) design was used in this study. Quantitative data were gathered from 31 BEED and 23 BSE fourth year students through validated survey questionnaires composed of two parts. The first part involves an eight-item interest for teaching inventory which looks into the pre-service teachers' motivation for choosing the profession while the second part is a 40-item philosophy of education survey which aims to verify how the pre-service teachers' beliefs fit into various educational philosophies. Qualitative data were culled from the journals of the student-teachers and were verified through a focus group discussion. Results showed that the pre-service teachers' primary motivation are to be of some value or significance to society, the opportunity for self-growth or personal development and the desire to work with young people. The most prominent educational philosophical disposition of pre-service teachers is progressivism followed by existentialism and social reconstructionism. No significant association was found between the pre-service teachers' motivations for choosing teaching as a profession and their philosophies of teaching. Results of this study revealed that the motivation and philosophies of the pre-service teachers are aligned with St. John Baptist de la Salle's in terms of the goal of education and the methods by which skills and knowledge can best be acquired by the students. They may also be used to further enhance the pre-service teacher education programs of De La Salle Lipa and contribute to the promotion of teaching not only as a noble profession but also as one that ultimately shapes the future of the nation.</p>
18:30-21:00	<p>Dinner Venue: Marronnier</p>

Session 8

16:00-18:15, Jan. 28, 2018

Venue: Pine

Theme: Social Sciences and Psychology

Session Chair: Prof. Hui-Wen Vivian Tang

Ming Chuan University, Taiwan

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
SK102 16:00-16:15	<p>What are Students' Non-cognitive Skills and Why They Matter in Contributing to Their Academic Success HeeKap Lee Azusa Pacific University, USA</p> <p>Abstract: Ranges of studies have found that students' non-cognitive factors have a direct positive relationship to their school performance. Though these study results have been widely accepted, several questions still remain unanswered. For example, what are noncognitive factors, and how can teachers identify them in and out of the classroom? Does the effectiveness of non-cognitive factors strongly impact elementary school children as well? This research focuses on elementary school teachers' perceptions of their school students' non-cognitive factors. A set of 33 survey questions was prepared, analyzed and shared along with a set of recommendations in order to improve elementary students' non-cognitive capacities inside and outside classroom settings.</p>
SK035 16:15-16:30	<p>Spiritual well-being, parent attachment, and moral disengagement among college students Hazhira Qudsyi, Fani Eka Nurtjahjo, Nyda Afsari, Hanifah Nur Fitriani, Achmad Sholeh, Shuang Geng, Jiayao Liu, Xin Wen, Mengyan Xu Department of Psychology Faculty of Psychology and Socio-Cultural Sciences Universitas Islam Indonesia, Indonesia</p> <p>Abstract: This study aims to analyze prediction of spiritual well-being and parent attachment to moral disengagement among college students in Indonesia and China. The hypothesis on this study that both spiritual well-being and parent attachment can predict moral disengagement among college students. This study was conducted with a quantitative approach and performed in Universitas Islam Indonesia, Yogyakarta, Indonesia and Zhejiang University, Hangzhou Province, China. Participants of this study were 100 college students. Measurement of moral disengagement was done by using Moral Disengagement Scale which developed by Bandura, spiritual well-being variable was measured using The Spiritual Well-Being Scale (SWBS) by Darvyri et al, and parent attachment variable was measured using Inventory of Parent and Peer Attachment (IPPA) by Armsden and Greenberg. Result of data analysis showed that both spiritual well-being and parent attachment can predict moral disengagement among college students in level of significance <0.01 ($R=0.394$, $p=0.001$), with an effective contribution of 15.5 percent. There are significant correlation between spiritual well-being, parent attachment, and moral disengagement among college students in Indonesia and China. Besides that, result of data analysis showed that the highest effective contribution on moral disengagement was from mother attachment variable, with an effective contribution of 12.67 percent, and the lowest predictor was from spiritual well-being variable, with an effective contribution of 0.07 percent. Mother attachment is the highest predictor, even the other variables not included into measurement, mother attachment can predict moral disengagement independently. Weakness and research implications will be discussed in this paper.</p>
SK213 16:30-16:45	<p>Characteristics of Agencies Providing Support Services for Children with Autism Spectrum Disorders in Vietnam Cong Van Tran University of Education, Vietnam National University, Vietnam</p> <p>Abstract: As with virtually all countries, in Vietnam there has been a general trend towards apparent increased rates of Autism Spectrum Disorder (ASD). To address the needs of families and children with (ASD), many agencies providing support services have been opened throughout</p>

	<p>Vietnam over the last two decades. Although in general agencies appear to strive to provide good quality service, the actual quality of operations is unknown. The present article collected and analyzed secondary data from 68 agencies across Vietnam from different information sources, using the nine criteria published by Tran, Weiss, and Pham (in press) and Nguyen, Hoang, Nguyen, Pham, and Tran (2017) to evaluate agency quality. Results of this review indicate that a number of centers do not have appropriate legality status, are not following basic ethical standards, are using non-evidence based intervention methods, and are unclear in regards to the intervention procedures or intervention plans they use. Although the current study has a number of limitations, it still provides important information regarding the current status of ASD services in Vietnam.</p>
<p>SK216-A 16:45-17:00</p>	<p>The Effects of Advisor Status and Time Pressure on Decision-Making in a Luggage Screening Task Rachel Su Theng Goh, Alexander McNab, Brent Alsop, David O'Hare University of Otago, New Zealand</p> <p>Abstract: In an airport, it can be difficult to determine what bags are dangerous or not, especially if the decisions must be made quickly in cases of busy flight schedules. Furthermore, passengers' bags are often cluttered with personal belongings of varying shapes and sizes. The decision to search such bags is often made with input from the surrounding officers on duty. This scenario raises several questions: 1) Are humans more reliant on a human aid when under time pressure in a visual search task? 2) Are humans more likely to agree with another person if the person is assumed to be an expert or a novice? In the present study, forty-one participants performed a simulated luggage-screening task. They were partnered with an advisor of two different statuses (expert vs. novice), but of equal accuracy (90% correct). Participants made two choices each trial, with the second choice being made within either 2 seconds or 8 seconds. Under the 2-second time pressure, participants were more likely to disagree with their own first choice and agree with the expert advisor, regardless of whether the expert was right or wrong. The findings indicate a tendency for people to assume less responsibility for their decisions and defer to their partner, especially when a quick decision is required. This over-reliance on others' opinions might have negative consequences in real life, particularly when relying on fallible human judgments. More awareness is needed regarding how a stressful environment may influence reliance on other's opinions.</p>
<p>SK015 17:00-17:15</p>	<p>Quantum Learning Model as a Solution of the Tolerance and Independence Problems of Training Participants Lusy Setiyowati and Iip Saripah Nonformal Education of Faculty of Education at Universitas Pendidikan Indonesia, Indonesia</p> <p>Abstract: Recently, many cases were driven by tolerance and independence inadequacy. Can quantum learning model be a solution to solve this problem? Therefore, this research was conducted to determine the correlation between quantum learning model with tolerance and independence. One of which is to complement the requirement of automotive training in UPT-PK Jember. This research engaged correlation technique with quantitative approach. That was analyzed by Rank Spearman formula. The research results indicated a significant positive relationship between quantum learning model with tolerance and independence of training participants. This was proved by the results of analysis data obtained using the r of value each is 0,708 and 0,746 with a 95% confidence level. It can be implied that quantum learning model at UPT-PK or Technical Implementation Unit-Work Training Jember, Indonesia delivers tolerance rate of automotive training participants by 50 %, and contributed to the independence by 56%.</p>
<p>SK221-A 17:15-17:30</p>	<p>The Effects of School of Empathy Training (Tanzpro-Biodanza and Nonviolence Communication) on Emotional and Psychological Well-being on Primary School Children in Yogyakarta Nur Widiasmara, Resnia Novitasari, Nita Trimulyaningsih, and Marcus Stueck Department of Psychology, Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia</p> <p>Abstract: This study aimed to examine the effects of School of Empathy on emotional and psychological well-being on elementary school age children in one of the public elementary schools in Yogyakarta. The study involved 13 children aged 9-14 years divided into a 7 children</p>

	<p>experimental group and a 6 children control group. This study used quasi experiment design with control group with pre-test & post-test design. The instrument used in this study is the Indonesian version of the School of Empathy (SoE) module developed by Stueck et al. (2010) and the Emotional and Psychological Well-being Scale for Children adapted from The Stirling Children's Well-being Scale (Liddle & Carter, 2015). Data analysis used parametric statistic independent sample t-test. The results showed that children's well-being score between the experimental group ($M = 32.71$, $SD = 3.904$) and control group ($M = 33.83$, $SD = 4.956$); ($t(11) = -0.456$, $p = 0.657$), on the positive emotional state ($t(11) = -0.540$, $p = 0.6$) and positive outlook ($t(11) = -0.305$, $p = 0.766$). Effect size score of treatment (SoE training) on children's well-being ($r = 0.136$), positive emotional state ($r = 0.160$) and positive outlook ($r = 0.091$). The conclusion of this study is that there are no differences between the experimental group and the control group. SoE training has little effect on emotional and psychological well-being. The results of the study are discussed further.</p>
<p>SK110-A 17:30-17:45</p>	<p>Why many children are still out of school Janet Presnilla-Espada Leyte Normal University, Philippines</p> <p>Abstract: The main purpose of this paper was to present a causal mechanism that would explain the phenomenon behind dropout among primary students. Using a Time Series design, the study analyzed a nine-year series of multivariate data using advanced methodological methods such as factorial analysis, regression analysis, anomalous detection and path analysis. The study specifically tried to identify relationships among the variables and determine which factors are directly or indirectly linked to dropout. Results of the analyses showed that child labor was the strongest determinant of dropout while indirect factors were primary completion, enrolment, employment and government expenditure. Although GDP was not found to be a strong factor, it appeared to have a direct impact on the other variables that influenced dropout. This may therefore imply that low economy could be the unseen phantom behind dropout radiating to an array of other factors. Child labor may just be an outward manifestation of a serious economic problem which, if not resolved, could lead more children to the periphery; joining the ranks of child labor instead of learning inside the classroom.</p>
<p>SK222-A 17:45-18:00</p>	<p>Correlation between Self Esteem and Loneliness in Adolescents: A Study in Students from Faculty of Psychology, University of Indonesia Indriani Najla Khairunnisa, Sekar Aulia Winesa, Hestika Dyah Waraningrum, and Nabila Isnandini University of Indonesia, Indonesia</p> <p>Abstract: Adolescents have a level of self-esteem that tends to decline compared with other stages of development. This decline has an impact on one's own feelings or loneliness. It affects the self-esteem crisis that occurs in adolescents. They feel lonely because they are carried away by their own feelings that they are worthless. This study aims to examine the relationship between self-esteem and loneliness variables that occur in adolescence. Data were collected through questionnaire from 57 students of the Faculty of Psychology University of Indonesia with an average age of 18.5 years. The data then analyzed by Pearson correlation analysis technique. The results of the study indicate that there is a significant relationship between self-esteem and loneliness in teenage students. The value of Pearson Correlation of self-esteem with loneliness is negative and statistically significant. This implies that students who have high self-esteem tend to have a low level of loneliness and vice versa.</p>

<p>SK103-A 18:00-18:15</p>	<p>Me and My Emotion: The Affective States and the Proactive Coping Resources of the Students Prof. Romaine Gutierrez-Magboo De La Salle Lipa, Philippines</p> <p>Abstract: Emotion plays an important role to human life it brings an incredibly powerful force on human behavior. In all aspects of human endeavor, emotion had been studied and established prominent findings. This study wanted to prove how significant emotion is in our daily life especially with our coping resources. This study utilized descriptive-coreational research method using quantitative analysis to 180 Psychology students from De La Salle Lipa PANAS-X by Watson and Clark and PCRI by Greenglass was used. The results showed Psychology students were both experiencing positive and negative affective responses but most of them were experiencing positive emotion that was recorded for the past week. Whereas, students used highly the Emotional Support and Instrumental Support Seeking and moderately used the Proactive coping and Avoidance coping. Age and year level were found to be important factor in the development of the Negative and positive emotion of the students. Furthermore, students who manifested General Positive emotion, Basic Positive emotion, Joviality, Self-Assurance, Attentiveness, Serenity, Surprises may develop or nurture Proactive coping, Reflective coping, Preventive coping , Instrumental Support coping, Emotional Support coping , Strategic Planning and Avoidance coping except for Sadness, Shyness and Fatigue which are negative emotions but are factors of proactive coping resources. Shyness is also a factor for Strategic Panning. Other negative emotions like General Negative emotion, Fear and Shyness impede the activation of the Reflective coping.</p>
<p>18:30-21:00</p>	<p>Dinner Venue: Marronnier</p>

Poster Session

*The posters will be displayed in the conference room from 9:00 to 18:00 on January 28.

LA1059	<p>Modern Objections towards the Massive Use of Loanwords from English in Japanese Ge He Sichuan Engineering Technical College, China</p> <p>Abstract: Loanwords, written in katakana in Japanese, mainly come from western languages, such as English, and these words are also known as gairaigo (外来語). They enrich languages and bring new ideas, gradually becoming essential in Japanese daily life. But several negative impacts have been exerted by the massive use of loanwords. Therefore, many Japanese people propose strong objections to the overuse of English loanwords. In response to the issue, this paper examines the application of gairaigo, the main reasons to fight against the massive use of these loanwords, and the drawbacks of existing suggestions, in order to find a more effective way to settle this debate.</p>
LA0005	<p>The Art of Ambiguity and Its effect in Wang Wei's Poem Lu Zhai Yue Dai University of Illinois at Urbana-Champaign, USA</p> <p>Abstract: In this article, I would like to make a brief summary of the characteristics of the translation and interpretation practices by modern Chinese and Western people, when they deal with Wang Wei's poem Lu Zhai. By enumerating the key features of their practices, I intend to point out the different approaches to the same poem from the perspective of culture, religious interest, and language use. After making a comparison of understanding and translating the poem between the Chinese and Westerners, I make a further analysis to find out why the poem generates so many different ways of understanding, in spite of a cultural difference. In the end, I conclude that it is the ambiguity of the language in a poem that provides a possibility of multiple ways of translation and interpretation. The ambiguity not only creates a special beauty and far-reaching influence of Chinese poems, but also leaves much space for readers to recreate them and decide their own ways to deal with it.</p>
SK014	<p>A Study of Media Literacy in the 21st Century of Undergraduate Students Chularat Busabong Department of Educational Computer, Faculty of Education Sisaket Rajabhat University, Sisaket, Thailand</p> <p>Abstract: This research aimed to study the characteristics of media literacy in the 21st century of undergraduate students. The 230 samples were undergraduate students of Sisaket Rajabhat University, Faculty of Education, who were studying in the second semester of 2017 academic year, derived from simple random sampling. The research instrument was a test of characteristics on media literacy using rating scale with 25 items. The data was statistically analyzed by percentage, mean, and standard deviation.</p> <p>The research found that most students were male and studying in the first year. The characteristics of media literacy in the 21st century of undergraduate students in 5 approaches was at the level of "much" (= 4.24, S.D. = 0.41). Considering in any approach, the media literacy on skill accessing was at the level of "much" (= 4.37, S.D. = 0.40), the media literacy on skill analyzing was at the level of "much" (= 4.17, S.D. = 0.48), the media literacy on skill evaluating was at the level of "much" (= 4.22, S.D. = 0.41), the media literacy on skill creating was at the level of "much" (= 4.19, S.D. = 0.59), and the media literacy on skill participating was at the level of "much" (= 4.23, S.D. = 0.52)</p>

LA0019-A	<p>An Examination of Attitudes to the “Fallen Woman” in Charles Dickens’ Oliver Twist and Dombey and Son Noble Po Kan Lo University College London, UK</p> <p>Abstract: In the Victorian society, there is a pervading fear that women would wander away from their duty and their natural roles as wives and mothers. The panic over this is obviously on the mind of the authors of the age. And in presenting sexual relationships as a central area of conflict, Dickens is in fact concentrating on the most fundamental problem in the Victorian culture. He follows the mainstream institutions by asserting that women’s roles should be in the home and he punishes the fallen women who go astray in his works. Though compared to other male writers, he shows mercy by providing a way-out for fallen women. In addition, gender is understood to be the basis of women’s subordination in public and private life: Beauvoir suggests that a baby born with female reproductive organs does not simply grow to be a woman. She has to turn herself into a woman, or more correctly, she is turned into a woman by the society she grows up in and in response to the expectations that society has of woman. The final product “woman” is a result of education and conditioning, and differs according to the dominant influences she is subject to in the culture, subculture, ethnic group, religious sect, in which she grows up. This process instill[s] into girls and women the physical, psychological and sociocultural attributes that are typical of a particular time and culture and which, as a rule, differs substantially from the attributes of men of the same period. Thus, woman is not born, but becomes a woman. In this paper, I will argue how women’s differences from men are in many ways due to the artificial behavioral stereotype that come with gender conditioning and societal moral standard.</p>
SK003	<p>Teacher's Supporting Behavior in Kindergarten Painting Teaching — Based on the Perspective of Children's Approaches to Learning Weimin Zhang and Fen Chen University of Hunan Normal, China</p> <p>Abstract—the positive attitude and good behavior tendency of children in the course of activities are the valuable qualities necessary for lifelong learning and development, and the cultivation of children's approaches to learning is the trend of the world's early childhood education. This paper mainly adopts the observation method, through the kindergarten painting teaching activities in the children's approaches to learning and teacher support behavior of the characterization, coding and statistical analysis, reveals the current kindergarten painting teaching activities in the teacher's attention to the children's approaches to learning attention to the reality of the situation, put forward advice on the development of children's approaches to learning : teachers should enhance the awareness of supporting children's approaches to learning, optimize the structure to support children's approaches to learning, improve the way to support children's approaches to learning, promote children learning to learn, to achieve a comprehensive, harmonious and sustainable development.</p>

Listener List

L 1	Christopher Bodden University of Colorado Denver
L 2	Minju Kim The Hong Kong Polytechnic University
L 3	Park, Sangyoung Daegu Catholic University
L 4	Kiyomi CHUJO Nihon University, Japan
L 5	Olaide Hassan De Heritage Ventures Pty Ltd, South Africa
L 6	Eunjung Paik Korea Advanced Institute of Science and Technology (KAIST), South Korea
L 7	Carla jane f. Carandang University of the Philippines, Philippines
L 8	Tricia Allan ICU, Japan

Academic Visit in Seoul

Time Schedule

8:45 Gather at the lobby of conference venue

(If the participant won't show up until 9:00 o'clock, it is regarded as abstention)

9:00-10:30 InSaDong



10:30-12:00 North Village Hanok (Bukchon)



12:00-13:00 Lunch (**Not included**)

13:00-15:00 **Gyeongbokgung Palace**



15:00-17:00 **Gwanghwamun**



17:00 **Get back to conference venue**

Call For Papers



2018 4th International Conference on Culture, Languages and Literature (**ICCLL 2018**) will be held in **Kuala Lumpur, Malaysia** during **June 26-28, 2018**.

ICCLL 2018 focuses on cutting-edge results in Culture, Languages and Literature. It aims to bring together scientists, researchers and students to exchange novel ideas and results in all aspects of Culture, Languages and Literature. It will include the participation of renowned keynote speakers, oral presentations, posters sessions and technical conferences related to the topics dealt with in the Scientific Program.

Publication



International Journal of Languages, Literature and Linguistics (IJLL)

ISSN: 2382-6282

DOI: 10.18178/IJLL

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest, etc.



International Journal of Culture and History (IJCH)

ISSN: 2382-6177

DOI: 10.18178/ijch

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, ProQuest.

Topics

Topics of interest for submission include, but are not limited to:

Applied Linguistics
Discourse Analysis
Language for Specific Purposes
Literature and English teaching
Critical thinking in language learning
Women Writers and Images of Women
Literature as Social Discourse

Literature and Globalization
Contemporary Approaches to Literature
Language in Literature
Literary Semantics
Language and Culture
English Language and Globalization

Submission Methods

1. Email: iccll@iedrc.net
2. Electronic Submission System: <https://cmt3.research.microsoft.com/ICCLL2018>

Important Dates

Submission Deadline	February 25, 2018
Notification Date	March 15, 2018
Registration Deadline	April 05, 2018
Conference Dates	June 26-28, 2018

Website: <http://www.iccll.org/>



Welcome to the official website of 2018 2nd International Conference on Education and Multimedia Technology (**ICEMT 2018**), which will be held in **Okinawa, Japan** during **July 02-04, 2018**.

ICEMT 2018 aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Education and Multimedia Technology, and discuss the practical challenges encountered and the solutions adopted. • The conference will be held every year to make it an ideal platform for people to share views and experiences in Economics, Business and Trade and related areas.

Publication

The Accepted Papers by ICEMT 2018 will be published in international conference proceeding, which will be indexed by **EI Compendex and Scopus**.

Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies	Learning content management systems
Practices and cases in e-education	Multimedia in e-learning
Systems and technologies in e-education	Pedagogical models
Marketing and promoting e-learning	Needs analysis
Emerging and best practices	Blended learning
Partnerships in e-Learning	E-Learning strategies
Computer-aided assessment	

Submission Methods

1. Email: icemt@iedrc.org
2. Electronic Submission System: <https://cmt3.research.microsoft.com/ICEMT2018>

Important Dates

Submission Deadline	March 05, 2018
Notification Date	March 25, 2018
Registration Deadline	April 15, 2018
Conference Dates	July 02-04, 2018



2018 The 2nd International Conference on E-Society, E-Education and E-Technology (**ICSET 2018**) will be held in **Ming Chuan University, Taipei, Taiwan** during **August 13-15, 2018**. ICSET 2018 is organized by IEDRC and co-organized by Ming Chuan University, which aims to provide a forum for researchers, practitioners, and professionals from the industry, academia and government to discourse on research and development, professional practice in E-Society, E-Education and E-Technology.

ICSET 2018 aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of E-Society, E-Education and E-Technology, and discuss the practical challenges encountered and the solutions adopted.

Publication

The Accepted Papers by ICSET 2018 will be published in international conference proceeding, which will be indexed by **EI Compendex and Scopus**.

Topics

Topics of interest for submission include, but are not limited to:

Social Integration	Polity and the Digitally Suppressed
Social Bookmarking	E-learning evaluation and content
Social Software	Campus information systems
E-Democracy	E-learning technologies, standards and systems
Digitization, heterogeneity and convergence	Mobile learning
Interactivity and virtuality	Computer aided assessments
Citizenship, regulation and heterarchy	Knowledge management
Innovation, identity and the global village syndrome	Virtual learning environments
Internet Cultures and new interpretations of "Space"	Multimedia in e-learning

Submission Methods

1. Email: icset@iedrc.net.
2. Electronic Submission System: <https://cmt3.research.microsoft.com/ICSET2018>.

Important Dates

Submission Deadline	March 25, 2018
Acceptance Notification	April 15, 2018
Registration Deadline	May 5, 2018
Conference Date	August 13-15, 2018

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53