

Parallel Sessions and Workshop

Thursday, February 5th

1.25 – 1.55

Arthur McNeill

Hong Kong University of Science and Technology

Applied linguistics meets graphic design: Language choice and effective research posters

Research posters have become a common way to present the results of projects to viewers at academic conferences. Unfortunately, however, researchers often regard posters as the poor cousins of oral presentations or published papers and do not recognize the full potential of the poster as a medium for communicating about research. This paper reports on an on-going collaborative project, based at the Hong Kong University of Science and Technology, which involves language and design experts in the creation and delivery of research poster workshops for doctoral students of science, engineering and humanities. Colleagues from the Center for Language Education and the Publishing & Technology Center have collaborated with the aim of identifying language and design features that characterize successful research posters and distinguish them from more familiar academic genres such as journal articles, theses, research reports and abstracts.

The paper focuses on the following aspects of research posters:

- the formulation and graphic representation of headings, including the growing popularity of results-oriented headings;
- the use of figures to represent theory and processes;
- navigation principles and techniques.

For scholars who need to present their work in a second language, the research poster can provide a valuable stimulus and prompt for engaging fellow academics in conversation. The medium's use of powerful visual images and attention-grabbing titles is conducive to initiating dialogues with passing visitors. The author of the poster then has the opportunity to elaborate on the information represented visually. Posters produced by graduate students during the workshops serve as illustrations of both the potential and challenges presented by the research poster as academic text. The paper concludes that many of the posters that fail to make good use of the medium were initially drafted as articles or chapters and subsequently edited to fit the poster format.

Biodata

Arthur McNeill is Director of the Center for Language Education and Associate Dean of Humanities and Social Science at the Hong Kong University of Science and Technology. He is also adjunct professor at Northeastern University, China. His interests include vocabulary acquisition, teacher language awareness and English for academic study. He recently co-edited *Working Memory in Second Language Acquisition and Processing* (Bristol: Multilingual Matters). He holds a PhD in applied linguistics from the University of Wales Swansea, UK.

Hsin-Yi Huang & Yi-Chun Liu

Department of English, National University of Tainan, Taiwan.

Department of Applied Foreign Languages, Chia Nan University of Pharmacy & Science, Taiwan

Crossing the Border Between Vocabulary and Grammar: Incorporating the Formulaic Sequence (FS) Notebook in EFL College Writing Classes

When EFL learners write, they often have difficulties writing grammatical English sentences. Research has shown that vocabulary knowledge is composed of formulaic sequences (FSs), which lie at the boundary between grammar and vocabulary, and can foster L2 writing from two perspectives (Wray, 2002; Li & Schmitt, 2009). First, since the formulaic sequences can be stored and retrieved as a whole, they can become part of the L2 writer's structural material as they write. EFL writers don't need to create each sentence word by word. Instead, using these ready-made sets of multiword vocabulary makes their writing tasks easier. Secondly, as L2 writers use these academic formulaic sequences in their writing, the accuracy of their writing improves. Their writing is also more likely to meet the expectations of readers in academia. In addition, vocabulary notebooks have been suggested by researchers as an effective tool for acquiring vocabulary (Schmitt and Schmitt, 1995; Lewis, 2000). To lighten the EFL writers' burdens when encountering academic writing tasks, the FS notebook was incorporated into the advanced writing class.

Fifty college juniors with Applied English major participated in the study. During the class time each week, 10 target formulaic sequences (FSs) selected from the writing textbook were introduced contextually. The instructor demonstrated how to keep the FS notebook by translating the first FS in students' native language and using it to make a sentence. After class, the students were expected to complete the same information for the remaining 9 FSs by themselves. From each unit of the writing textbook, around 70 FSs were singled out, which comes in total 210 FSs and were compiled as the FSs bank in the study. All the 210 FSs would be highlighted in class by the instructor in order to increase students' noticing of these phrases.

References

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- Li, J., & Schmitt, N. (2009). The acquisition of lexical phrases in academic writing: A longitudinal case study. *Journal of Second Language Writing, 18*, 85-102.
- Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *English Language Teaching Journal, 49*(2), 133-143.
- Walters, J., & Bozkurt, N. (2009). The effect of keeping vocabulary notebooks on vocabulary acquisition. *Language Teaching Research, 13*(4), 403-423.
- Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge: Cambridge University Press.

Biodata

Hsin-Yi Huang is currently an adjunct professor in the Department of English at National University of Tainan, Taiwan. She received her Ed.D. in Teaching English to Speakers of Other Languages (TESOL) from Alliant International University in San Diego, USA. Her research interests include formulaic language and L2 writing instruction.

Yi-Chun Liu is currently an assistant professor in the Department of Applied Foreign Languages at Chia Nan University of Pharmacy & Science, Tainan, Taiwan. She received her Ph.D. in Teaching English as a Second Language (TESL) from Texas A&M University, USA. Her research interests are in the field of computer-assisted language learning, English for tourism, and sports English.

2.00 – 2.30

Jon Watkins

Kwansei Gakuin University (Japan)

Perspectives on using L2 pseudonyms for language learners

In certain cultures and language learning contexts, students are encouraged or even required to choose a common name from the L2 to be referred to in class. There are various reasons educators might adopt this policy, such as possible difficulties foreign teachers might have pronouncing students' L1 names, a desire to cultivate student interest in L2 culture, or even an attempt to achieve an immersive effect within the classroom via a fundamental alteration of students' personal identity. For some students, their moniker is viewed as a fun nickname, and they keep using it in future L2 educational and communicative contexts long after the nickname's initial adoption. Other learners and educators, however, might view the adoption of a nickname as an attack on a student's L1 cultural identity, or possibly even an unpleasant vestige from an era of colonial oppression.

While this practice appears to be widespread in certain SL/FL contexts, other contexts don't utilize L2 aliases at all. While there is not much existing research in L2 pseudonym use, much study has been done on learner identity, particularly with regard to ways language could be used to reflect animus or prejudice (Emerson, 2007), the effects of L2 learning on collective national identity and individual sense of self (Lindskog, 2007), and the occasional gap between values important to L2 learners and their teachers (Xiao, 2007).

This presentation will explore many of the various perspectives on using pseudonyms in the SL/FL classroom. Instructor opinions were elicited from English instructors in varying educational contexts through an online survey. Additionally, this presentation will report on an experimental implementation of this practice in an EFL classroom of 25 intermediate learners enrolled in a Japanese university. Data were collected from the students via survey and personal interviews.

Emerson, C. (2007). Pis(s)ing on intercultural boundaries: Manneken-Pis and cultural identity. In A. Pearson-Evans and A. Leahy (Eds.), *Intercultural spaces: language, culture, identity* (pp. 21-29). New York: Peter Lang Publishing.

Lindskog, A. (2007). Current thinking on language and collective identity in Sweden. In A. Pearson-Evans and A. Leahy (Eds.), *Intercultural spaces: language, culture, identity* (pp. 127-136). New York: Peter Lang Publishing.

Xiao, L. (2007). A study on perceptual match and mismatch between Chinese EFL students and their teachers. In A. Pearson-Evans and A. Leahy (Eds.), *Intercultural spaces: language, culture, identity* (pp. 169-186). New York: Peter Lang Publishing.

Biodata

Jon Watkins is a full-time instructor of English at Kwansai Gakuin University in Nishinomiya, Japan. He has lived in Japan for nine years and taught at five different university campuses. His research interests include various applications of technology in the FL classroom, approaches to using film in FL contexts, and different perspectives on how studying language can affect a learner's sense of identity.

2.00 – 2.30

Lee, Eun-Hee

Department of American Studies, Kyung Hee Cyber University, South Korea

Nonnative Writers' Perceptions about Automated Writing Feedback

Automated writing evaluation programs have been popular due to their convenient and prompt feedback. Among the programs, *Criterion* is most widely used because of its individualized feedback. The program was developed by Educational Testing Service (ETS) in the mid-1990s and it provides feedback on five categories: grammar, usage, mechanics, style, and organization and development. Previous research about *Criterion* (Kim, 2010, 2011; Lee, 2008; Moon & Pae, 2011) dealt with its reliability issues compared to human raters, and explored its feedback qualities and functions. The researchers have tried to examine the program and to find what nonnative writers' can or cannot do with the help of *Criterion*. However, the effectiveness of automated writing feedback has not been fully explored and researchers have been still investigating reasons why nonnative writers decide not to accept certain automated feedback. The current research examined Korean nonnative writers' perceptions about using *Criterion* for their essays. Seventy three university freshmen whose proficiency levels were intermediate and low intermediate participated in this study. After using *Criterion* for one semester in order to receive feedback for their essays, at the end of a fall semester, they filled out a questionnaire about their perceptions regarding the effectiveness of the automated writing feedback, and strengths and shortness of the program. The detailed analysis of the questionnaire results will be discussed, and some representative samples of *Criterion* feedback and participants' revision on the basis of the *Criterion* feedback will be introduced in the presentation. The current research is expected to provide researchers and instructors who wish to use an automated writing evaluation program with learners' point of view.

Biodata

Dr. Lee, Eun-Hee received a Ph.D. in Language Education from Indiana University, USA, specializing in TESL/TEFL. Her professional interests include second and foreign language acquisition, sociolinguistics, CALL, and online education. She is an assistant professor at the Department of American Studies, Kyung Hee Cyber University, South Korea.

2.45 – 3.15

Dr Nick Doran

Rikkyo University, Tokyo

Improving Spoken Fluency across Contexts

Spoken fluency is a noticeable indication of language proficiency and therefore classroom activities which practice this skill should play a significant role in language classrooms. The absence of fluency-based practice activities can result in low self-confidence as learners continually struggle to produce language at a natural rate without frequent and lengthy pauses. The 4/3/2 technique, first devised by Maurice (1983) and later adapted by Nation (1989), is a simple and effective classroom activity for language students to practice fluency. This activity requires a student to speak on a given topic to three different students who act as listeners. During the first stage the speaker speaks for 4 minutes, then 3 minutes and finally 2 minutes. Although the time limit is reduced, the speaker is expected to relay the same information thereby encouraging them to speak at a quicker rate, with fewer pauses at each successive stage. Research has revealed numerous advantages to this activity including significant gains in fluency in terms of the rate of speaking speed, fewer pauses, hesitations and repetitions (de Jong and Perfetti, 2011). Additional improvements in the number of grammatical errors made (Nation, 1989; Arevart and Nation, 1991) and learner motivation (Takata, 2012) have also been observed. Although this activity has shown to be effective with varying age ranges, levels of language proficiency and nationalities of students, there are practical concerns which should be borne in mind and addressed before employing this activity in the language classroom. Some of these concerns include suitable choice of topic, clarification of speaker and listener roles and issues in the difficulty involved for students to speak at length. Suggestions for how these concerns can be overcome will be presented, along with how this activity can be adapted for different EFL contexts.

Biodata

Nick Doran happily lives in Japan with his wife and baby daughter. He currently works as a lecturer at Rikkyo University in Tokyo and also spends too much of his time as an examiner for various EFL exams. He started teaching sometime in the 90s and has worked in the UK, Eastern Europe and the Middle East.

2.45 – 3.15

Robert Higgins

PhD candidate University of Nottingham

Understanding change in a globalised English language education world.

The evolution of English language teaching in the age of globalisation is leading to some interesting trends. One of these trends is the localised English that is developing and its relationship to broader developments in language policy and planning at regional and global levels. Kachru (1996) recognised how this localisation may have begun: Inner Circle (native English-speaking countries); Outer Circle (countries with colonial relationships such as India); and the Expanding Circle (countries with no

direct relationship to English-speaking countries); and as such, English language requirements may be of significant interest because of their diversity and development. The internationalisation of education in Japan is currently receiving concerted effort from the Japanese government and related institutions. The decision to implement the 'Global 30 Project for Establishing Core Universities for Internationalisation' has resulted in Japanese institutions facing practical challenges of implementation. A further policy initiative is focusing on how content can be taught through English in Japanese higher education. This presentation will use a socioeducational focus to look at both the broader macro developments of English language policy in Japan and its implications for institutions required to implement these policies. Understanding new directions and changes in English language education (ELE) requires that practitioners try to understand how the wider socioeducational context affects curriculum change. Research about change in ELE has been developing but still requires more context specific models for analysis. The Japanese socioeducational environment offers a very interesting model for understanding how the wider Asian region might react to global developments in ELE. This presentation will outline some different perspectives on change. These change models will be used to understand wider shifts in language policy and planning in a globalised context.

Biodata

Robert Higgins has been teaching in Japanese higher education for the past 10 years. He holds a MA in TESOL from the University of Manchester in the UK. Currently he is a PhD candidate at the University of Nottingham in the UK, where he is researching about how local changes in English language education are influenced by global macro trends.

2.45 – 3.15

Somyos Fungchomchoei

Department of Western Languages

Faculty of Humanities

Srinakharinwirot University

Factors Affecting English Language Learning in Thai Classrooms

The purpose of this research was threefold: (a) to investigate the attitudes of native Thai teachers of English towards factors that may affect English learning in Thailand, (b) to find out which factors most affect the success of English learning, in order that relevant organizations may conceptualize and implement appropriate ways to develop English learning, and (c) to examine whether teachers' ages and respective experience make any attitudinal difference towards teaching English.

The participants comprised 157 Thai teachers of English (39 males and 118 females), currently teaching the sixth-grade students in public elementary schools in PhraNakhon Si Ayutthaya, Thailand. The age range of the participants was 23 to 59 years. The elementary school is considered the foundation of the educational system, and yet the level of students' achievement is amongst the lowest in Asia.

Having collected the data, descriptive statistics (means and standard deviations) and ANOVA were utilized to analyze the participants' attitudes to various factors. The results of this research revealed that there were five major affecting factors: (a) students' individual characteristics, (b) the interference of deeply ingrained characteristics of the Thai language (pronunciation and grammar), (c) the environmental setting, (d) the curriculum, and (e) the competence and teaching techniques of the teachers themselves.

When answering questions relating to students' individual characteristics, the participants' opinions varied greatly. The remaining four factors, however, showed more coherent patterns of response, suggesting an overall belief that these were indeed significant in their effects on English learning in Thailand. It was widely believed that the ages of English teachers would have some effect on their attitudes. It was also found that the respective ages of the respondents themselves seemed to affect how they viewed issues of teachers' competence and techniques; but in spite of this, there was significant agreement on the idea of teachers being the most relevant factor in the ongoing development of English language teaching in Thailand.

Biodata

Somyos Fungchomchoei is an educator at English Language Institute, Office of the Basic Education Commission, Ministry of Education. He holds a Bachelor Degree in Elementary Education and two Master's Degrees, one in English from Khon Kaen University and another in Language and Culture Education from Hiroshima University through a Japanese Government Scholarship.

In addition, he has been awarded a Graduate Diploma in English Language Education from Fukuoka University of Education funded by the Japanese Government Scholarship, together with a Certificate in Fulbright Teacher Exchange under the Fulbright Pioneering Special Administrator Exchange Program, a Certificate in TEFL from English International, USA, a Certificate in Introduction to TESOL/TEFL from Intercultural Training Australia Ltd., and two Certificates in English for Communication and English for Tourism from Sukhothai Thammatirat Open University.

Since 2013 he has enrolled in a Ph.D. in English from the Department of Western Languages, Srinakharinwirot University. His research interests include EFL, culture and intercultural communicative competence in the EFL context.

3.20-3.50

John Wankah Foncha

University of Fort Hare, RSA

Constructivist perspective of Language: First Additional/L2 Language learning as social practice in a diverse community

Inevitably, life in the twenty-first Century globalised world brings people into contact with others from different cultures who use different languages. Through these contacts, the need for interactions demands that these people find different ways of understanding one another to generate knowledge. In order for them to achieve this objective, they need a strong and coherent medium. First additional language education has been developed in South Africa to unravel as well as address such challenges posed to competence in intercultural communication, with the emphasis placed on how to communicate with a different "other" since the world now has become a small village. In order for these issues to accrue and consolidate

intercultural communication competence, language practitioners need to deviate from the rationalist reductionist approaches to language teaching and learning in favour of an ecological or a constructivist perspective, which views language learning as local as well as social practice.

The research encompassing the issues mentioned above made use of a qualitative research methodology, revolving around an ethnographic design, to understand the outcomes and the fluidity of identity among a diverse community. Such an understanding can therefore only be deduced from the perspectives of the role-players through their engagements and participation in activities and events. The research population constituted lecturers, tutors and students of the University of Western Cape, Republic of South Africa. The four principal tools used for data collection included: the Interviews, Questionnaires, Naturally Occurring data and Participant Observation. Their open-ended nature aroused an awareness of diversity and a need to understand otherness.

The findings from the study affirmed that the participants benefited from provisional understanding, tentative interpretations and the affective environment that characterised the contextual setting. These interactions provided them with the rationale to challenge, develop and explore ideas and meanings for communication. In light of this, the research argues and asserts that a constructivist epistemology can attempt a beneficial understanding of the phenomenon under study and help language practitioners/educators come to terms with the fluidity and provisionality in the ideational power and promise of language in the service of inter-cultural communication competence.

Biodata

Dr. John Wankah Foncha is a lecturer at the School of Further and Continuing Education (SFCE) in the Faculty of Education of the University of Fort Hare, Eastern Cape RSA. He has taught Literacy and English as a second language across different Faculties of the University of the Western Cape. He also lectured Sociology to all the three levels of Undergraduate at the University of the Western Cape. He had his BA degree from the University of Yaoundé 1 and both his MA Linguistics and PhD in Applied Linguistics from the University of the Western Cape. His research interest include identity, intercultural communication competence, reading and writing pedagogies, teaching English as a second language and text-based approaches to language teaching and learning. Email: jfoncha@ufh.ac.za and foncha2008@gmail.com.

3.20 – 3.50

Yu-Ching Cheng; Pei-Hsun Emma Liu

Kainan University, Taiwan

Attitudes toward English as an International Language: A Comparative Study of College Teachers and Students in Taiwan

English has become an international language which people communicate with others to achieve a variety of purposes. Traditional English language teaching (ELT) pedagogy tends to promote native-like competence as the ultimate goal of English language learning. However, many scholars have criticized such traditional teaching orientation and proposed the concept of English as an international language (EIL) (McKay, 2003). In the framework of EIL, there is no one Standard English; rather, English learners should be aware of English varieties (e.g., American English,

Singlish, Indian English, etc.) and be able to use appropriate English varieties in certain contexts.

While the notion of EIL is accepted by many scholars, ELT professionals and English learners are usually unaware of EIL. Therefore, this presentation aims to investigate the attitudes of English teachers and students in Taiwan toward EIL. It discusses differences between teachers' and students' attitudes toward EIL through quantitatively analyzing the questionnaire of EIL attitudes filled out by 350 students and 20 teachers in English department in a university in Taiwan.

The findings indicate that both students and teachers viewed English as a tool for communication but were resistant to use Taiwanese English. In addition, while most students thought that native-like pronunciation and correct grammar are very important, the teachers tended to encourage their students to put emphasis on fluency rather than accuracy during communication. Furthermore, many students perceived their first language and themselves as inferior to English and its native speakers, whereas most teachers believe that all languages in the international communication are equal. Finally, while most students accounted their first language as a hindrance, many teachers deemed it as a resource in learning English.

This presentation concludes that applying the concept of EIL in English courses that raises the awareness of different English varieties is urgent and necessary. Suggestions for planning course of EIL will be discussed.

Biodata:

Yu-Ching Christine Cheng is a student in the Department of Applied English at Kainan University in Taiwan. She received national grants for a college research project from the Ministry of Science and Technology.

Dr. Pei-Hsun Emma Liu is an Assistant Professor of Applied English at Kainan University where she teaches EFL literacy and graduate courses. Dr. Liu has extensive teaching and research background working with ESL/EFL students from all over the world in the areas of World Englishes, intercultural rhetoric, and critical pedagogy. Her research interests center on second language literacy and language in social contexts. Her recent publication appears in the *TESOL Journal*, *Journal of Second Language Writing* and *British Journal of Educational Technology*.

3.20 – 3.50

Wasinee Tipsorn

Burapha University, Bangkok, Thailand

The Use of Fillers in American and British Spoken English through Films

In spontaneous conversation, speakers do not have enough time in planning speech, so they sometimes produce "fillers", such as *um*, *uh*, *so*, *well*, *you know*, *I mean*, and *you know what*, to show certain purposes in conversation. This issue led to the purpose of the present study that was to investigate the functions of fillers used in American and British spoken English.

As Thai people do not speak English in their everyday lives, the researcher selected five American and five British films as samples of the study. The researcher employed Brinton's model (1996) to analyze the functions of fillers in contexts. Also, a qualitative content analysis was utilized to describe the data.

The results revealed that Americans and British used the functions of fillers similarly in different contexts. Based on Brinton's model, the researcher found all functions of fillers used in both American and British spoken English. Besides, fillers

could perform either a specific function or multifunction depending on contexts in which they occurred. However, the forms of fillers used in two styles of English were found a slightly different use. Although 24 forms of fillers were found in both styles of English, but 17 forms of fillers were found only in American spoken English and six forms of fillers were found only in British spoken English.

Biodata

Wasinee Tipsorn graduated from Silpakorn University with a Bachelor's degree in Tourism Management. She is currently in the final-year of a Master's degree in English for Communication, Faculty of Humanities and Social Sciences at Burapha University. Her interests include the functions of language, spontaneous speech, and effective communication.

3.55 – 4.25

Wattana Suksiripakonchai

Department of Western Languages, Faculty of Humanities, Srinakharinwirot University.

Analysis of ICAO Language Proficiency Rating Scale (Pronunciation Category) and its Implication for Aviation English Teaching in Thailand

ICAO language proficiency is the latest international requirement in terms of assessing language proficiency levels of pilots and air traffic controllers conducting operations in the international airspace. Thailand, as a contracting state to the Chicago Convention, has been implementing such requirement since 2010. However, the interpretation of the ICAO rating scale has not been clear in the Thai context. It contains linguistic jargon such as intelligibility, accent, dialect, and interference. These terms are associated with the concept of English as a lingua franca, which should not be neglected when raters conduct ICAO language proficiency assessments. This is because when the dichotomy of native and non-native speakers of English becomes part of the assessment process, various factors such as attitude and identity will have to be taken into consideration. It is important especially from a sociolinguistic perspective that social contexts play an important role in modern English language teaching. Traditional view of learning English pronunciation to approximate native speaker models may not be applicable in a number of social contexts anymore. This is particularly true in a nation where the identity factor is considered essential. When interpreting the ICAO rating scale, raters ought to take into account all these relevant factors. This is not a recommendation for those who have no English language backgrounds, but for those who are in the field of English language teaching as well. In a place such as Thailand, it may be an advantage that the concept of English as a lingua franca is promoted at the national level due to a long established attitude in the country that native speakers of English are superior and that prestige comes from being able to sound like native speakers of English. This could be included in an aviation teaching programme or a general aviation English course at the tertiary level.

Biodata

Wattana Suksiripakonchai is a lecturer of English at the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. He holds a Doctor of Philosophy in English Language Teaching, and a Certificate of Aviation English Language Proficiency. His areas of interest are phonetics, phonology, and legal translation.

3.55 – 4.25

Thanatkon Damrongkhongchai

Dr. Sugunya Ruangjaroon

Department of Linguistics

Faculty of Humanities

Srinakharinwirot University

**An Analysis of Questions in the Book Series titled,
“Projects: Play & Learn” for Elementary School Levels 2 and 5**

Thanatkon Damrongkhongchai graduated with Vocational degree in Accounting from Ratchadarnern Technology College in 2005 and a Bachelor’s degree in English from Ramkhamheang University in 2009. Currently, he is studying in the Master’s program in Linguistics at Srinakharinwirot University.

Asst. Prof Dr. Sugunya Ruangjaroon graduated from Thammasat University (B.A. English) in 1992, Portland State University (M.A.TESOL) in 1996, and University of British Columbia (Ph.D. in Linguistics) in 2005. Her main research interests are syntax, morphosyntax and the syntax-phonology interface. Her current research focuses on the syntactic and semantic properties of Thai focus. Recently, she has integrated theoretical linguistics and teaching and just published two articles in the TESOL field entitled, “Perception and Production of Thai Learners on English Prepositions” and “A Study of the Implementation of the Resource: Projects: Play & Learn 1 & 4 Accompanying CD-Rom and Website by the Ministry of Education.”

Friday, February 6

Workshop

Z. N. Patil,

Former Professor of English, The English and Foreign Languages University,
Hyderabad, India

The Role of Context in Communication: A workshop

The workshop is a judicious blend of theory and practice, with a major thrust on activities. The presenters of this workshop have two focuses. First, they attempt to demonstrate how physical, psychological and linguistic context plays a significant role in encoding and decoding messages. *The first part of the workshop explains* the nature and types of context: physical context (which refers to activities, the place where these activities happen and the time when these activities happen), psychological context (which refers to experiences, moods and emotions), and linguistic context (which is further divided into backward pointing, forward pointing and outward pointing context).

The second part of the workshop illustrates how context plays a pivotal role in communication. The presenters use two conversations in which the conversational interlocutors talk about something unspecified referring to it as ‘it’. The workshop participants will be asked to read these short conversations and guess what the conversational partners are talking about. The presenters expect the workshop participants to come up with several conjectures all of which will be legitimate in the absence of clearly discernible contexts. Then the presenters intend to use a short text which contains the no-sense word ‘zreastra’ and ask the participants to read the text and guess the meaning of this no-sense word using the gradually unfolding context. In addition, the presenters intend to illustrate how aspects of the culture of the speaker/writer and that of the listener/reader influence message encoding and meaning making. The workshop presenters will demonstrate how a context can be interpreted differently across cultural boundaries.

Biodata:

- (1) Dr. Glyn Gabano Magbanua has a Ph. D. in applied linguistics from the University of Immaculate Conception, Philippines. She is presently working as an English lecturer at Al Musanna College of Technology, Oman. She has previously presented papers in Sri Lanka, Malaysia and Philippines.
- (2) Professor Patil specializes in English Language Teaching. He has previously delivered plenary/keynote talks in Bangladesh, China, Dubai, Germany, India, Indonesia, Japan, Korea, Nepal, the Philippines, Sri Lanka, Thailand and Turkey. He is senior adviser to more than twenty international journals and has authored twenty five textbooks, four reference books and sixty articles in international journals.

Saturday, February 7th

12.55 – 1.25

Jirawoot Sararit

Saiwaroon Chumpavan

Department of Western Languages

Faculty of Humanities

Srinakharinwirot University

Collocation and English Language Learning

Collocation plays a crucial role in language learning, especially in countries where English is taught as a foreign language (EFL). This is because the way words are combined in collocations is the basis of all language use. Lacking collocational knowledge prevents learners from expressing their ideas precisely and concisely. Collocation is also a key to language fluency and can improve learners’ English ‘naturalness.’ Due to its significance, it is essential that English language teaching (ELT) consider teaching collocation as a priority in EFL language classrooms.

Despite the significance and importance of collocation, collocation instruction in Thailand has been neglected or ignored completely, and very little research has dealt with teaching collocations to EFL Thai learners. Thai English teachers mainly focus on teaching students to learn formal grammar in developing their language skills, and very few of them encourage their students to learn collocations from

textbooks. Likewise, a number of research studies on collocation in Thailand rely heavily on the investigation of collocational violations and attempt to give only a handful of plausible explanations to students' collocational errors. Many teachers and researchers in Thailand have not yet employed collocation instructions to any great extent.

Based on previous studies, the presentation will focus on exploring the significance of collocation towards language learning in EFL contexts, reviewing trends of research on collocations from both overseas and Thailand, and suggesting effective methods of teaching collocations to EFL classrooms.

Biodata

Jirawoot Sararit received his B.A. in English with 1st class honor at Srinakharinwirot University and is currently studying in the Master's program in English in the Department of Western Language, Srinakharinwirot University. He is interested in doing research in investigating the role of collocations in language study and analyzing language genres.

Dr. Saiwaroon Chumpavan is currently Chairperson of the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University in Bangkok, Thailand. She teaches Reading Techniques, Composition I, and Composition II to undergraduate students, and Research in English Language Studies to graduate students. Her research interests include teaching English as foreign language, testing and evaluation for language classrooms, and assessing the language skills of EFL teachers in Thailand.

12.55 – 1.25

Ganteera Ananwatananukoon

An investigation of translation strategies used in translating “The Happiness of Kati”

The main purpose of this study is to investigate translation strategies on cultural terms in one of famous Thai contemporary and cultural literature entitled: “Kwam Suk Khong Kati (*The Happiness of Kati*)”, which was translated from Thai into English by Prudence Borthwick. The theoretical frameworks are applied using Baker's (1992) translation strategies focusing on the lexical level. The writer of the book and the translator, Jane Vejjajiva and Prudence Borthwick, were interviewed in order to obtain related data for the main study.

The researcher examined the source text (Thai version) to collect the Thai cultural terms based on Newmark's (1980) the coding scheme for category of cultural terms as the criteria. Then, she analysed and categorised the cultural terms into different groups. With an attempt to probe into the translation of those cultural terms, the researcher consulted both bilingual and monolingual English dictionaries to confirm the meanings translated in the target version. In terms of reliability and validity, the researcher asked two experts in Applied Linguistics and experienced translators to confirm the strategies categorized. Finally, the researcher established the taxonomy to illustrate various types of translation strategies on cultural terms.

The findings reveal that seven strategies stated in Baker's (op.cit.) eight translation strategies at the lexical level were employed to translate '*The Happiness of Kati*'. Translation by omission was the most used strategy (29.61%), followed by paraphrase using an unrelated word (19.41%), cultural substitution (18.30%), and more general words (14.38%). Other strategies used were translated by a loan word or a loan word plus an explanation (9.15%), paraphrase using related words (6.54%),

and more neutral or less expressive words (2.61%). Apart from Baker's translation strategies, the research also found interesting strategies employed by the translator, e.g. translation by using a more general word mixed with omission, changing the word from the source target text (Thai), etc. The findings lead to more challenging future research with respect to the effectiveness of translation strategies.

Biodata

Ms. Ganteera Ananwatananukoon graduated with a Bachelor of Arts degree in English Language and Literature from Thammasat University. She is currently studying for a Master's degree in English for Specific Purposes at Kasetsart University and also working as an editor in a publishing house.

12.55 – 1.25

Stephanie Christie C. Abella

PhraVisuthiwong School

Lamlukka, Pathumthani

A Study of Motivating Factors of Thai Teachers in Private Schools: A Case Study in Lamlukka Pathumthani Province

Understanding the factors that motivate Thai teachers to work is important especially within the context of ASEAN Community 2015. As a Filipino teacher of English, knowing what motivate Thai teachers can lead to a harmonious working relationship thus improving the teaching-learning process.

This study determined the level of motivating factors of teachers in terms of recognition, interpersonal relations, working conditions, salary, and professional growth; investigated the significant differences in the motivating factors when respondents were classified according to gender, age, marital status, educational attainment, length of service of teachers; as well as the significant relationships among the motivating factors.

A descriptive method was employed in this study. Respondents were Thai teachers chosen through random sampling. The research instrument was a questionnaire adapted from a study by Underwood and Davis (1985) and based on Herzberg's theory of motivation.

Mean, Standard deviation, Standard error of the mean, Coefficient of variation, T Test, One-way ANOVA, and Scheffe were used to analyze and interpret the data.

Findings showed that in general, Thai teachers perceived that they are very highly motivated in terms of recognition, interpersonal relations, working conditions, salary, and professional growth. Working conditions ranked first that motivated them to teach. When teachers were classified according to personal profile, significant differences were found among age, educational attainment, and length of service. No significant differences existed between gender and marital status. Highly significant relationship was found among the motivating factors.

It is recommended that working condition in the school be continuously improved in order to motivate Thai teachers to work more effectively. Age, educational attainment and length of service should be considered in selecting incentives for improving instruction. Teacher performance can be enhanced by continuously monitoring level of motivating factors through regular feedback and subsequent appropriate action.

Biodata

Stephanie Christie Cabrera-Abella is a Filipino by nationality and holds a Master of Education degree in Educational Administration. She was a student at St. Theresa International College, Thailand.

1.30 – 2.00

Patcharin Kangkha

Department of Foreign Languages, Faculty of Liberal Arts, RMUTSV
Songkhla, , Thailand

Language and Culture Learning Styles of the Academic Seminar Participants Participated in “The 13th IMT-GT Varsity Carnival 2011, Medan, Indonesia

The objectives of this research was to survey the academic seminar participants’ language and culture learning styles towards “The 13th IMT-GT Varsity Carnival 2011, Medan, Indonesia” and to compare their learning styles across three different countries: Indonesia Malaysia and Thailand. The language and culture learning style was classified into four main categories by Mumford and Honey (2008) including reflector, theorist, pragmatist, and activist. The population was 55 university students from 11 universities who had participated in the academic seminar activity. The instrument used was a five point rating scale questionnaire covering language and culture learning styles. The data was statistically analyzed for percentage, mean, and standard deviation. The research findings revealed that the academic seminar participants’ language and culture learning styles towards “The 13th IMT-GT Varsity Carnival 2011, Medan Indonesia” were generally found at a high level in all four learning patterns. After item analysis, the participants tended to be highest performing in reflector, theorist, pragmatist, and activist respectively. Comparison based on three countries that participated in the “The 13th IMT-GT Varsity Carnival”, the participants from the three countries used the learning style as reflector at a significant level. This had a statistical significant difference of 0.5. Whereas the learning styles as pragmatist, activist and theorist had no statistical significant difference. Focusing on, the participants from Indonesia used the learning styles as reflector more than Thai participants. However, the activities designed for participants of the next IMT-GT Varsity Carnival should be matched with their various learning styles and identity.

Biodata

Patcharin Khangkha Asst. Prof. earned her B Ed. in English from SWU and MA in Applied Linguistics from KMUTT. She has continued her studies with a PhD in sociolinguistics at USM, Pinang, Malaysia. She works as a lecturer for the Department of Foreign Languages at RMUTSV Songkla. She has explored her English professional experiences abroad in countries such as Taiwan, Malaysia, Indonesia, New Zealand and China. Her research interests are in areas of sociolinguistics and CS and CM in academic discourse.

1.30 – 2.00

Roy Pushpavilasam Veetil & Girish Navath

Sohar University, Oman.

Unleashing the Innate Capacities through Critical Thinking

The essential insight of the communicative approach to language teaching in any culture ought to be independent learning. However, learner independence does not always mean the allocation and completion of tasks and activities individually. It does not mean the teacher abdicating from the whole scene. It also does not mean leaving the students destitute in the name of learner autonomy and asking them to discover everything by themselves. Rather, it is related to promoting independent and critical thinking among the learners and enabling them to do the learning activities with greater responsibility. By implication the learners' creative and reflective energy need to be activated properly. Teaching/learning should also aim at raising the learners from the status of language consumers to that of language producers. That is to say, it is unfair to stick to the weak version of communicative approach which focuses mainly on the receptive skills of listening and reading. If the learners are to become proficient in the productive skills of both speaking and writing, they need to unleash their intellectual energies.

This requires tasks and activities that demand not merely acquisition of knowledge, grammar rules and phonetics in this case, but tasks and activities that also promote the intellectual development of the learners. By implication, there is a need to incorporate activities that involve all the lower order thinking skills and the higher order thinking skills mentioned in Bloom's taxonomy.

This presentation is an attempt to highlight the need to make the learners independent and creative users of the language by promoting critical thinking. It will discuss what actually critical thinking and independent learning are, how critical thinking promotes independent learning, some possible tasks on critical thinking and how critical thinking can lead to social awareness and change. It will also practically demonstrate some such activities.

Roy Pushpavilasam Veettil holds a PhD in English Language Teaching. He has been teaching English for the last two decades. He has presented papers and conducted workshops at various national and international conferences. Presently He is working as a lecturer at Sohar University, Oman.

Saju Abraham is a trained post graduate in English. He has also obtained his CELTA from the University of Cambridge. In addition to many of his creative works that have appeared in reputed journals he has also presented papers at many ELT conferences. Currently he is a lecturer at Sohar University, Oman.

1.30 -2.00

Abdullah Ammar,

Sohag University, Egypt

Enhancing at-risk EFL students' meta-motivational self-regulation: Immediate and delayed impact on their strategic competence, achievement, and anxiety

Self-regulated language learning has gained momentum during the last few year. Yet, most language research endeavors and instructional interventions heretofore have focused on cognitive and metacognitive self-regulation with very scanty empirical focus on (meta-) motivational self-regulation. The issue gains impetus with at-risk EFL students whose lack of motivation is often misinterpreted as lack of ability. The current study investigates the immediate and delayed impact of enhancing tertiary at-risk students' meta-motivational self-regulation on their strategic competence,

academic achievement, and classroom anxiety. Details of the instructional intervention, assessment instruments, and results of the study will be presented along with recommendations and suggestions for further research.

Biodata

Abdullah Ammar is an associate professor of TEFL at Sohag University, Egypt. He has a vast overseas work experience in Egypt, USA, Saudi Arabia, and the United Arab Emirates. He has presented papers in many international conferences in Spain, Germany, Malaysia, Japan, Italy, France, the United Kingdom, the United Arab Emirates, Philippines, and Turkey. Current research interests include epistemological beliefs, self-regulated language learning, and CALL.

2.05-2.35

Çiğdem Kayihan Aslan

Hacettepe University, Turkey

Extensive Reading: Improving the Reading Skill by Focusing on Meaning, Reflection and Pleasure

Reading is important not just because it is one of the skills in learning English but also because it is essential to reach a high level in learning English. Students in EFL classes do not enjoy reading and they do not want to read. When they are asked to do so, they do not try to understand the text as they mainly do task based reading.

A study of 'Extensive Reading' was carried out at the School of Foreign Languages, Hacettepe University, Turkey, which aimed to help students read for pleasure and understand the text as a whole. The study aimed to relate Cultural Studies with the field of ELT, As originated in Roland Barthes' article "The Pleasure of the Text." The idea that text should not be seen as the final object but as the starting point and that text is a large area of study for the student, an area where the student can be active and turn the text into his own by giving an individual meaning to it was the idea behind the study.

The study was carried out in three classes. One class (Study Group) was given literary texts to choose from. Later, whether students read and how well they understood the text was observed by discussions and written reflections. The second class was given descriptive texts with multiple choice questions. The third class did not participate in any extra reading activity. All of these classes were given a reading exam at the end of six weeks of study. This exam consisted of multiple choice questions and reflection questions. Results of the reading exam showed that students in the Study Group understood the texts better. Students in this class got the highest average in total because they did better in the reflection questions.

This study showed that reading skill can be improved by reading extensively. This way of reading is effective because it is how reading is in the mother language. We read and at the same time we understand and that is also how we enjoy reading. It is possible to improve the reading skill if we can read independently, get the whole meaning, analyze the text and comment on it.

Biodata

Çiğdem Kayihan Aslan was born in Ankara, Turkey. She completed her primary, middle education and high school at TED Ankara College. She was given a Rüştü Yüce award for success in education by the Turkish Education Association. She has a BA Degree from the Department of English Language and Literature Department of

Hacettepe University. She has a pedagogical formation. She got her MA Degree from the British Cultural Studies Program of the English Language and Literature Department of Hacettepe University in 2010. She has been working as a lecturer at the Department of Basic English in the School of Foreign Languages of Hacettepe University since 2008. She is interested in cultural studies, literature and interaction of these with ELT. She likes painting, taking photographs and writing fiction.

2.05 – 2.35

John Blake

Japan Advanced Institute of Science and Technology

Transition from lecture-based learning to flipped-mastery learning

This case study of content and language integrated learning describes the transition from conventional lecture-based learning to flipped-mastery learning in a Japanese university using English as the medium of instruction. The previous logic thinking course delivered content primarily through lectures and set readings. However, this course suffered from a large drop-off rate for speakers of English as an additional language (EAL). Many EAL learners struggled to understand the lectures and relied on information gleaned from PowerPoint handouts. This, in turn, reduced their ability to contribute to discussions. EAL learners faced both content-related and language-related problems.

The revised flipped-mastery learning course was designed to enable all learners to participate more actively. Content delivery was moved to Moodle, a virtual learning environment, which students can access anytime. This platform enables learners to select activities based on their individual needs. Learners with difficulty understanding spoken English can opt to replay audio or video clips, or where available show subtitles or use an alternative medium. Learners with difficulty reading can watch video summaries of core readings. Learners who need more time to understand can preview content, check vocabulary and get to grips with key concepts prior to class.

Moving content delivery online freed up face-to-face class time so that more interactive activities could be included. Communicative and information gap activities were included using activity-based and problem-based approaches, giving learners the opportunity to use the knowledge gained from study prior to each class.

In this iteration of the course, criterion-based assessment was also adopted; the criteria were linked to learning objectives and outcomes, which were, in turn, linked to online learning activities. The resultant flipped-mastery learning course has aims, activities and assessment that are closely aligned. Student feedback has been very positive and the drop-off rate for NNES learners has decreased dramatically.

Biodata

John Blake is a research lecturer at the Japan Advanced Institute of Science and Technology. He has taught English at universities and schools for over 20 years in Japan, Thailand, Hong Kong and the UK.

2.05 – 2.35

Phnita Kulsirisawad

Srinakharinwirot University, Bangkok, Thailand

A study of the use of journal writing activity in a basic writing classroom to enhance writing fluency and the students' perceptions towards journal writing

The ability to write in English is highly valued in both academic and in certain professional contexts (Crystal, 2004). Despite its significance, a large number of

Thai students at the tertiary level consider English writing a challenging, difficult, and arduous task. As supported by Chatranonth (2008), Thai first-year university students are likely to struggle when the teacher asks them to write. They seem to sit frozen gripping their pens even the teacher informs them to put off concerns about 'correctness'. According to Liao & Wong (2006), when university students lack the ability to write fluently in English, they would not stand a chance to compete at an international level. Students should learn to produce longer and elaborated texts on a topic and let their ideas flow without worrying about 'correctness' (Allen, 2003). Nevertheless, it is surprising that during the past three decades, research in second language writing focuses extensively on writing accuracy. A significantly large number of L2 writing studies focus on the issue of writing accuracy or how to treat students' grammatical errors, but not on how to promote writing fluency (Evans, Hartshorn, Cox, & Martin de Jel, 2014; McMartin-Miller, 2014; Chatranonth, 2008; Bitchener, Young, & Cameron, 2005; Ferris & Roberts, 2001; Chandler, 2000). Free writing or journal writing activities have been shown to play a role in enhancing students' English writing fluency particularly in young children since the students are required to write more and without apprehension (Liao & Wong, 2006). Journal writing as a language classroom resource brings about improvement of analytical ability, communication skills and linguistic development (Uduma, 2011). However, little attention has been given to the impact of journal writing on EFL university students (Hwang, 2010). Most studies have been conducted in L1 context (Lannin, 2007; Fox & Suhor, 1986; Reynold; 1984). In addition, little research has been conducted to investigate the students' views towards the use of journal writing activity. Thus this research is designed to address the limitations of earlier research on writing fluency development. It aims to examine the efficacy of journal writing on student writing fluency in Thai educational context as well as exploring the viewpoints of the student writers who have experienced the journal writing activity during the semester.

Biodata

Asst. Prof. Dr. Phnita Kulsirisawad is currently a lecturer at Department of Western Languages, Faculty of Humanities, Srinakharinwirot University (SWU) where she is mainly involved in coordinating and teaching TEFL courses. Phnita earned her Ph.D in 2008 from the University of Manchester in TESOL. She received her M.Ed in 2001 from the University of Pittsburgh. She has been actively involved in the teaching of a range of both undergraduate, graduate, and postgraduate English courses on academic and professional communication. She serves on the editorial team of *Manusat Paritat: Journal of Humanities*. Her areas of interests include feedback in student writing, the teaching of English pronunciation, and learner autonomy.

2.40-3.10

Vu Van Thai,

University of Social Sciences and Humanities, Vietnam National University – HCM City

**Barriers to Learner Autonomy in Vietnam's Tertiary Education:
the Case of English Literature Study at EF**

Learner autonomy can be considered one of the most influential concepts in the world education history. However, it had been widely recognized until the mid-2000's that the majority of Vietnamese tertiary-level students lacked learner autonomy.

This study, completed as part of fulfillment of the researcher's master's thesis entitled "Fostering Learner Autonomy via Literary Works", was implemented from February to June 2005. The study was accomplished 5 months prior to Vietnamese Government's issue of Resolution coded 14/2005/NQ-CP in November 2005 to launch a long-term strategy for a fundamental and systematic reform in Vietnam's tertiary education.

In the research context, the researcher was teaching American and British literature courses to third-year English-majors at the EF. It was the researcher's and his colleagues' observation that while studying English literature, many students displayed a low level of autonomy in their study habits, literary interpretation and appreciation, and test-taking performance. Meanwhile, theories of literature teaching and learning highlighted the essential of learner autonomy in the study of this subject. To identify the students' readiness for learner autonomy, a survey was accordingly conducted to learn about the common practices in Vietnamese literature teaching and learning at high schools. Data was collected from 241 students through a questionnaire, supported by interviews with related students and instructors.

Findings showed that the students' low level of autonomy mainly resulted from their previous experience in Vietnam's traditional secondary education. This content-based education system offered students few opportunities to foster learner autonomy in teaching/learning as well as assessment.

Biodata

Vu Van Thai is a faculty member of the Faculty of English Linguistics and Literature, the University of Social Sciences and Humanities, Vietnam National University – HCM City. His recent research interests include quality culture and tertiary education reform. He is currently implementing his doctoral dissertation in tertiary education quality culture.

2.40– 3.10

Chakri Kasatri

Lecturer, International College for Sustainability Studies
Srinakharinwirot University, Bangkok, Thailand

Political Studies and Literature: A Study of using George Orwell's *Shooting an Elephant* in Political Studies Courses

This study expresses how literature can enhance political studies courses. It aims to describe how to combine the study of politics and political history by using classic short stories or novels. The approach merges the political studies and English disciplines to introduce students to the ways in which politics affect literature and how literature can help us understand political values and the human condition. The study uses George Orwell's *Shooting an Elephant* to explore the nature and consequences of imperialism, and to critically engage students and generate their

interest in the study of political history of Myanmar, Thailand's biggest neighbor and one of ASEAN members. While literature cannot replace lectures, textbooks, and case studies, it can effectively complement traditional teaching tools. The study finds that crossing the disciplinary line between political studies and literature increase student understanding of the topic and the extent to which they can engage in class discussion.

Some of the most important works of political theory and practice are fiction. Works of political literature are often the best introduction to politics since they use people to develop abstract concepts. "*Shooting an Elephant*" by George Orwell (Eric A. Blair) has been appreciated for its all-around qualities. It is "vivid, passionate, but simple, clear and direct" and is "an example of political writing at its best" (Alam, 2007). The story places humanity, violence, politics, power, dominance, race, culture and reality on the same platform. It is about the shooting of an elephant which in reality becomes a matter of ego and pride for an alienated white man working for the British Imperial Police in Burma (Nellufar, Azad, & Ferdoush, 2013).

Orwell once wrote in his essay *Why I Write* (1946):

When I sit down to write a book, I do not say to myself, 'I am going to produce a work of art'. I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing.

"*Shooting an Elephant*" (1936) is a short story that is also sometimes classified as an essay. The setting is a town in southern Burma during the colonial period. In the story Orwell portrays the absurdity of power and its wielders by directly addressing the readers from his first-hand experience of shooting an elephant during his service as a British police officer in Burma. During this period, Orwell grew to reject many aspects of the British Empire (the oppressors) but also disliked the local forces opposed to it. *Shooting an Elephant* is one of the most controversial short stories in modern English literature. From this story, many have also accused Orwell of racism towards the Burmese. But it is fair to say that Orwell is critical of both the British and the local people. Most of all he condemns himself for having killed the elephant solely to avoid looking like a fool (Orwell, 1936). It is not just a story about shooting an elephant but also the tragedy, violence, and farce of imperialism. It is an example of Orwell's anti-imperialist and anti-authoritarian stance. Purely political, it displays an inferior social structure in which individuals are considered to be governable by the most powerful empire in the world. It portrays dilemma of the man who tries to be his free and true self in a system that asks him to be a ruler, a man whose decisions greatly affect daily life of the local people.

To use *Shooting an Elephant* as a teaching material in a Political Studies course, the lecturer can have class discussions on many political issues. For instance, the class can have a discussion on the political history of Burma (now Myanmar) from colonial time to independence. It can have a critical analysis session to answer questions about judgment such as "Was it necessary for the police officer (the main character) to use force in his decision making?", "How was the police officer influenced by his working environment?" and "What, if anything, does this story teach us about political decision, even in a local scale?" Also, the essential elements of literature such as setting, characters, plot, conflict, climax, and resolution can also be topics of discussion.

Literature provides a wealth of information about the cultures, pathways, and values of different societies. It can be usefully illuminative, and may be a political studies lecturer's best friend.

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Biodata

Mr. Chakri Kasatri is a lecturer at the International College for Sustainability Studies, Srinakharinwirot University, Bangkok, Thailand where he has been teaching for seven years. He teach English and Social Studies in the general education curriculum. He has a B.S. in Economics from Jacksonville State University, Alabama, USA, a master's degree in Public Administration from Sripatum University, Bangkok and is currently a Ph.D. candidate in Political Communication at Krirk University, Bangkok. He also has a TESOL certificate. His research interests include various types of political writing, media and politics, and political dissent and violence.

2.40 – 3.10

Saowarose Boontan, Usaporn Sucaromana

Srinakharinwirot University

**Investigating Learners' Perception towards Using English Magazines
in the Thai EFL Classroom**

The research aims at investigating the perception of Thai EFL learners toward using English magazines as a means to supplement in-class instruction. The participant included 50 Thai secondary school students who were introduced to English magazines and instructed to use them for homework assignments and for self-study. Data collected revealed that students were positive towards using English magazines in their learning of English. The students found that learning English through magazines was enjoyable and interesting.

Biodata

Saowarose Boontan is a secondary school teacher. She holds a Bachelor degree in English Education from Srinakharinwirot University, Bangkok, Thailand in 2013. Her current research interests are language acquisition and foreign language teaching.

Usaporn Sucaromana is an assistant professor at Srinakharinwirot University in the Department of Western Languages, Faculty of Humanities. Her interests include applied linguistics, foreign language teaching, language testing and psycholinguistics.