1A 1B 1C 1D 1E

Parallel Session 1

Chair: Tak Yue Joyce Ma
Venue: B4-LP-05

Conceptions of Flipped Learning in English Language Education in Hong Kong: A Top-down and Bottom-up Understanding from the Perspective of Local English Teachers

Corpus-driven teaching of academic vocabulary: a case study of the Faculty of Biology of Shenzhen MSU-SIT University, China

Teaching English as Deliberate Practice through Lesson Study

Constant Self-initiated Teacher Change, Factors, and Mechanism: A Narrative Inquiry

A comparison of the use of written cohesive adverbials in an academic assignment between Chinese students and English native speaker students.

Ruiqian Yang; Yiu Chi Lai

Yumin Wang

Remina Lopez-Ozorio; Eric Cheung; Mary Johannes

Yangjie Lin

Tiffany Ching

Liang Fan

Simon Wang

Incorporating Knowledge About Language (KAL) in cross-disciplinary student writing workshops: implications for teacher professional development

Application of the Flipped Classroom in English Teaching in a Chinese High School

Interactive meta-discourse in chairmen’s statements in environmental, social and governance reports

Sha Luo

Xiaoxian Guo

Huigui Xu

Yanjun Wang

Peter Clarke

Evaluating the learning environment of MOOC-based College English flipped classrooms

A Corpus-based Comparative Study of News Reports on Climate Change Between the Chinese and Western Media

Assessing Writing by Using Analytic Criteria — An Effective Way to Improve Students’ Writing Competence

Software-based English Listening Teaching in the Junior High School

Using subject specialist teachers to enhance ESP learning effectiveness

Chair: Lawrence Pak-Wing Wong
Venue: B3-LP-08

Content Based Instruction for students under the Confucian heritage: Using self-reflective journals to engage students in English vocabulary acquisition and career exploration

Language Across the Curriculum in support of English Language Education: Challenges and Possibilities in the Hong Kong context

Exploring Advanced Speaking and Writing Competence as a Framework for Foreign Language Studies Programs

Chinese university language learners’ previous experience with mobile-assisted language learning

Multilingual education in primary schools: the case of Hong Kong

Kuo-Wei Lai

Thomas Sin-Ho Yau; Derek Wai-Sun Chan

Barbara Rácz

Hsuan Liao

Feifei Shang; Chengyu Liu; Bob Adamson

Evaluating the Effect of Interactivity with Game-Based Learning on L2 Vocabulary Recall

The Role of Vocational English within the Learning to Learn 2+ Curriculum: Challenges and Implications

The presence of body-mind dichotomy in foreign language education in Shenzhen, China

Reflections from a foreign ESL teacher in China based on a PhD research

An Empirical Study on Using Online Competitive Testing Tool Kahoot for Comprehension Checking

Linguistic landscape and social equality in an ethnic tourism village

Yingying Shi

Xiazhi Shi

Chin-Chi Chao

Chi Chen

Baohua Yu

Using appropriate assessment and evaluation through English on teaching and learning in Chinese context

The ‘Guimao Education System’ in the Period of ‘New Policies’ Reform in Late Imperial China (1901-1911): A Historical Study of the Earliest Bilingual Education Policy in Mainland China

Towards a cross-generational understanding of EFL learner agency: A multiple case study from learners in Taiwan

The Effect of Self-Regulation on Reading Comprehension and Motivation: Implementing an SRL Model on Low-achieving Taiwanese EFL Learners

Languages development under the Bilingualism and Tri-lingualism: A comparative study of language choice and learning motivation between Hong Kong and Mainland Chinese students

Danyang Jiang

Tsung-Pin Chen

Ken Lau

Yuying Zhi

Yao Yao

Enhancing Young learners’ English Vocabulary Learning Based on Krashen’s Input Hypothesis

A comparative study of English language learning in South Korea and Taiwan

English language needs and support for postgraduate students in Hong Kong: Disciplinary variations

A Cognitive Linguistic View of L2 Chinese Learners’ Overuse of Peripheric Causative Constructions

English as a Business Language Franco: Perspectives on Communicative Needs in Mainland China

Chair: Lawrence Pak-Wing Wong

Venue: B4-LP-11

Opening ceremony

Keynote speech (Chair: Hin Tat Cheung)
Speaker: Agnes Kukulska-Hulme
Topic: Contextual Assistance in Language Learning

Keynote speech (Chair: Paul Stapleton)
Speaker: Randi Reppen
Topic: English language education: Perspectives from corpus linguistics
11:00-11:25 Did we overlook the visual context in the bilingually subtitled movies?  
Chair: Chao Guan  
Venue: B4-LP-08

Chao Guan  
Embedding metacognitive instruction in writing course for Chinese EFL students' English writing

Mark Feng Teng  
Promoting peer assessment: a case study in a technology-enhanced learning classroom

Sammy SM Ming  
An Investigation of Localization of Task-based Language Teaching in Primary and Secondary Schools

Comprehending Implicit Meaning through Culture and Context

Jesse Field  
Establishing a Language and Writing Center in a Shenzhen Private School: Theory, Methods and Issues for Future Work

Iris Mak  
From description to prescription: Designing a collaborative writing model to promote L2 writing for low-level EFL learners

Chi Wui Ng  
Implementation of Task-Based Language Teaching in Hong Kong

Jin Zhi Ding  
EFL Teacher’s Perception of Professional Identity

Yun-Jia Li  
Taiwanese EFL Learners’ Perception and Self-correction of Chinglish Errors

Kun Li  
Teaching Students to Write Good Book Reviews Using English Dictionary.

Xiaoting Zheng  
Exercising Pre-service Teachers’ Identities in Hong Kong: Experiences of Four Mainland Students

Chunrong Sun  
The Nature of College English Teaching and Learning from Textbook

Chen-Yu Liu  
Exploring Reference Corpora of Different Genres on Extracting Chinglish Errors

Nicholas Rhea  
Using Corpus Based Genre Analysis as a Needs Assessment Tool

Barbara Rácz  
Native English Speaking Teachers’ Construction of Professional Identity: Becoming an Early Years Teacher in Hong Kong

Shimpei Hashio  
The Application of the Debate Instruction among Beginner-Level Learners: A Case of “Simplified Debate” in Japan

14:00-14:25 Exploring the Instructional Strategies That Help Chinese Students Overcome English Pronunciation Difficulties  
Chair: Yi Lok Alice Ng  
Venue: B3-LP-08

Yi Lok Alice Ng  
Can collaboration between EFL and content teachers provide motivation to and stimulate the preparedness of Chinese, 1st year, undergraduate students?

Christine Wasko  
From CMI schooling to EMI university: The challenges of academic listening

Chao Guan  
Chinese Children’s Images of the Ideal English Teacher

Chutian Lin  
Language Socialization in Chinese EFL Setting—A Survey on the Gap between Theory and Practice

14:25-15:00 The Impact of Music Video Cloze Game on Adolescent EFL Learners’ Vocabulary Acquisition  
Chair: Yi Lok Alice Ng  
Venue: B3-LP-08

Zi-Yu Tai  
Cognitive Motivation for Translanguaging in Chinese EFL Classrooms for Primary School Students

Haqun Guo  
Peer assessment in ELT: A critical evaluation of Peer Review written by L2 learners in a private University in Hong Kong

Yau Ni Jenny Wan  
University Students’ Uses of Vocabulary Learning Strategies in China: A Study of First-year Non-English Majors

Shuum Lin  
How do creative students learn vocabulary?

Lawrence Pak-Wing Wong  
Assessment IS Learning (AIL): The sociological use of assessment that drives effective educational outcomes in the East.

Szu-Ping Wang  
The Analysis of Teacher Talk Contexts by Using Corpora: Take Student Teachers’ Lesson Plans for Example

Qing Liu; Natalie Ferguson; Olivia Bailey  
Introducing Portfolio Assessment for First-Year University Students in China

Ta-Ya Lin  
A Case Study on the Visual Effects of Content Support and Structure Support on the Story Reading of a Junior High EFL Student

Xiaoyun Zhang  
Is English in China moving from EFL to ESL? — a study based on English spoken by non-English majors in China

15:15-15:40 Cultivating Students’ Thinking Ability Through Well-designed Questioning and Problem-solving Activities  
Chair: Yang Lin  
Venue: B4-LP-01

Lin Lin  
Improving university students’ writing in wiki-based collaborative writing environments

Yanjie Song; Chunlin Lei; Yuyang Cai  
“There is ample evidence that ...”: Evaluation and argumentation in persuasive writing

Christopher Chi Wei Hon  
Exploring primary teachers’ preferred English Language Teaching (ELT) approaches in China.

Siowai Lo  
A Preliminary Study on the Effects of Shadowing on Chinese EFL Learners’ L2 Pronunciation Gains

16:10-17:00 Invited speech (Chair: Andy Chin)  
Venue: B4-LP-04

Speaker: Maosheng Liang  
Topic: Automated online diagnosis of learner written responses with Big Data technology

Invited speech (Chair: Rebecca Chen)  
Venue: B4-LP-06

Speaker: Howard Hau-Jan Chen  
Topic: Cool English, a Comprehensive Language Learning Website for Taiwanese EFL Students

Invited speech (Chair: Angel Mei)  
Venue: D1-LP-02

Speaker: Jinlan Tang  
Topic: Technology-enhanced English Language Teacher Education in Action

17:00-17:20 Closing ceremony & Photo taking  
Venue: D1-LP-02

17-20:18:00 Travel to venue of conference dinner

18:00-20:00 Conference dinner