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Bayview Hotel Georgetown Penang
http://bhgp.bayviewhotels.com
Add: 25-A, Farquhar Street, 10200 Penang, Malaysia
Tel: 04-263 3161 ext 223
Contract Person: Evy Lim
E-mail: evy.lim@bayviewhotels.com

Right in the heart of Georgetown City and the centre of Penang’s heritage enclave, we are just a leisurely stroll from markets, temples, hawkers' centres, bazaars and an easy, breezy bus ride from the beach. Street art, wearable art, traditional crafts, eateries, small specialty museums all right within the heart of George Town UNESCO World Heritage site, just a short trishaw ride away from our hotel. One of the largest temple complexes in Southeast Asia with a beautiful pagoda, ten thousand Buddha images and a giant statue of the Goddess of Mercy, the temple is located at the foot of Penang Hill, just a short bus ride away. Also known as the Blue Mansion, this lovingly restored Penang tycoon’s home is just across the road from us. Built according to traditional Chinese architectural principles, it offers a unique peek into the life and style of a bygone area. For more information about Penang, kindly visit Penang Global Tourism Facebook page.
Introductions for Publications

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

**2017 3rd International Conference on Culture, Languages and Literature (ICCLL 2017)**

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, etc.

**2017 4th International Conference on Teaching and Education Sciences (ICTES 2017)**

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.

**International Journal of Learning and Teaching (IJLT)**
ISSN: 2377-2891
DOI: 10.18178/ijlt
Abstracting/ Indexing: Google Scholar; Crossref; Engineering & Technology Digital Library; etc.
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, 5 Minutes of Q&A
Regular Oral Presentation: about 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 June 24, 2017.

Dress Code
Please wear formal clothes or national representative clothing.
# Time Schedule

## Day 1: June 23, 2017

<table>
<thead>
<tr>
<th>Lobby</th>
<th>10:00-17:00</th>
<th>Registration &amp; Conference Materials Collection</th>
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## Day 2: June 24, 2017

### Sri Nilam Level 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-9:10</td>
<td>Opening Remarks&lt;br&gt;Assoc. Prof. Dr. Jason Miin-Hwa Lim&lt;br&gt;Malaysian University of Sabah (University Malaysia Sabah), Malaysia</td>
</tr>
<tr>
<td>9:10-9:55</td>
<td>Keynote Speech 1&lt;br&gt;Prof. Abdul Rashid Mohamed&lt;br&gt;Universiti Sains Malaysia, Malaysia&lt;br&gt;Title: Hybrid Professionals a Hint for the Preparation of the next Gen Teachers in the Malaysian Education System</td>
</tr>
<tr>
<td>9:55-10:20</td>
<td>Coffee Break &amp; Photo Group</td>
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<tr>
<td>10:20-11:05</td>
<td>Keynote Speech 2&lt;br&gt;Assoc. Prof. Dr. Jason Miin-Hwa Lim&lt;br&gt;Malaysian University of Sabah (University Malaysia Sabah), Malaysia&lt;br&gt;Title: Expert Writers’ Descriptions and Justifications of their Data Collection Procedures in Language Education: Implications for Reading and Writing Instruction</td>
</tr>
<tr>
<td>11:05-11:50</td>
<td>Keynote Speech 3&lt;br&gt;Assoc. Prof. Dr. Tang Siew Fun&lt;br&gt;Taylor’s University, Malaysia&lt;br&gt;Title: A Holistic Approach to Linking Academic Development with 360o Teaching Engagement Assessment towards Academic Excellence</td>
</tr>
</tbody>
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| 12:00-13:30| Lunch<br>Venue: Coffee House, Lobby Level |

### Sri Nilam Level 2

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>13:30-15:15</td>
<td>Session 1&lt;br&gt;Theme: Literary Works Analysis</td>
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<tr>
<td>15:15-15:30</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>15:30-17:30</td>
<td>Session 3&lt;br&gt;Theme: Language, Culture and Literature</td>
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### Sri Intan Level 2

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>13:30-15:15</td>
<td>Session 2&lt;br&gt;Theme: Teaching and Education</td>
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<tr>
<td>15:15-15:30</td>
<td>Coffee Break</td>
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<tr>
<td>15:30-17:15</td>
<td>Session 4&lt;br&gt;Theme: Language Teaching</td>
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<th>Time</th>
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<tbody>
<tr>
<td>18:00-20:00</td>
<td>Dinner Banquet&lt;br&gt;Venue: Coffee House, Lobby Level</td>
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</table>
Prof. Dato’ Dr. Abdul Rashid Mohamed is the former Dean, School of Educational Studies, Universiti Sains Malaysia (2004-2015) and the former Chairman Malaysian Education Deans Council (2008-2015). He is currently the Deputy Chairman Education Cluster, Malaysian Professor Council (since 2010). He is a visiting professor at Hiroshima University and advisor to Ministry of Education, Republic of Maldives, IDEC (Graduate School for International Development and Cooperation) Hiroshima University and Malaysian Education Deans Council.

He obtained his Bachelor of Education from Universiti Putra Malaysia and his Masters and Ph.D. from University of East Anglia, England. He has been awarded numerous research grants and his current research interest include; Smart School Qualification Standards, Reading Evaluation and Decoding System, Grammar Assessment System and Project InSPIRE.

He is the Chief Editor to Asia Pacific Journal of Educators and Education and Malaysian Education Deans Council Journal. He has written numerous articles in reputable journals and books on education. He has often been invited as keynote speaker on education nationally and internationally.

Abdul Rashid has been running a education program called AGES (Advance Guidance Education System) for underprivileged children in Penang since 2004. He has also won numerous awards for his innovations such as at the MTE 2012 where his received the Best Award and GOLD Medals for READS and at ITEX for GrAMS. For his contribution the Penang State Government conferred upon him the highest state award the Darjah Setia Pangkuan Negeri that carries the title Dato’.

**Keynote Speech Title:** Hybrid Professionals a Hint for the Preparation of the next Gen Teachers in the Malaysian Education System

**Abstract:** The present scenario in the Malaysian Education System is best described as one fill with trials and experiments especially in the efforts to provoke the temptation for change to ensure that the teachers of our future generation are true professionals and well prepared to face the challenges of globalization. The new breed of teachers also must be committed to support an education system that can realize the needs and aspirations of a nation. To this outcome we believe there are seven major concerns that need to be confronted and addressed in order to achieve this challenge. The seven major concerns are: recruitment of student-teachers, pre-service teacher curriculum, governance and quality control, research, professionalism, teacher educators, and professional development. In this paper we will concentrate on the concern of professional development particularly on the aspect of new breed of teachers for a more hybrid professionalism. There is a tendency among Malaysian teachers that learning stop upon graduation from university and it restarts only when they undertake a postgraduate program. Professionalism is not a static matter but a dynamic affair. It changes as the characteristics of the profession changes.
Jason Miin-Hwa Lim is an Associate Professor at Universiti Malaysia Sabah (UMS). He has successfully supervised Ph.D. and Master’s students in research pertaining to Applied Linguistics, English Language, and English for Specific Purposes. Associate Professor Lim has numerous research-based publications including papers on Applied Linguistics and Language Education in national and international refereed journals, books and anthology series. His recent publications indexed in ISI Web of Science include research-based papers in English for Specific Purposes (Elsevier) in 2006 and 2014, 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. He was also the Convenor of the International Conference on Languages, Linguistics and Society (ICCLALIS) in 2013. Currently Associate Professor Lim is (i) an Editorial Board Member of Journal of English for Academic Purposes (Elsevier), (ii) an International Advisory Board Member of Journal of Modern Languages (University of Malaya), and (ii) a reviewer of eight ISI-indexed journals in Applied Linguistics and Language Education. Apart from being an External Course Assessor, he has been an External Examiner of doctoral theses submitted to research universities. Dr. Lim has conducted various workshops (for lecturers and postgraduate candidates) on Academic Writing and Research Writing in Southeast Asian countries. 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.

**Keynote Speech Title:** Expert Writers’ Descriptions and Justifications of their Data Collection Procedures in Language Education: Implications for Reading and Writing Instruction

**Abstract:** Investigations into how expert writers present research procedures in the Methods sections of their journal papers have attracted massive attention of scholars in recent years. While it is widely known that the Methods sections in social sciences can be elaborate and detailed, little attention has been devoted to how these published writers use communicative resources to boost the chances of getting their works published in high impact journals. Using a genre-based analytical framework and relevant qualitative data elicited from specialist informants, this study looked into how expert writers employ communicative moves, constituent steps, rhetorical shifts and language resources to (i) lucidly present their data collection procedures, and (ii) cogently justify these procedures in a bid to maximise the acceptability of their research methods. This study has found that expert writers, in their attempt to describe research procedures, employ recurrent parallel structures, agentless passive structures exhibiting varying degrees of obligation, and specific adverbials in selected sentential positions. I have also ascertained key differences between published advice presented in a manual and the actual practice of expert writers in order to find out how instructors can sensitize learners to the useful language resources for reporting experimental procedures. This paper also reports on how expert writers present justifications using a repertoire of language resources, especially (i) infinitive clauses, participial phrases and nominal modifiers that explicitly evaluate procedures, (ii) non-integral citations that implicitly justify the adoption of procedures, and (iii) predicator-object structures that subtly demonstrate writers’ awareness of their research participants’ behaviours. It demonstrates how supervisors and EAP
instructors can make informed choices while preparing teaching materials aimed at raising learners’ consciousness of the lexico-grammatical structures which are recurrently employed by expert writers to gain disciplinary gatekeepers’ acceptance of their data collection procedures. The gamut of language resources and rhetorical shifts can also be introduced to academics and novice writers intending to get their works published in high impact journals on language education.
Assoc. Prof. Dr. Tang Siew Fun is Dean of Learning and Teaching at Taylor’s University. She has a proven record in educational leadership with great contribution in driving innovative and pioneer teaching and learning initiatives. She prides herself leading the way for the university towards transforming the teaching and learning landscape in the country. Under her leadership, the Integrated Teaching and Lifelong Learning Centre at Taylor’s University (INTELLECT) has embarked on an ambitious journey to re-define student learning for better academic outcomes. This has made INTELLECT always being at the forefront of transformational teaching and learning journey and contributes significantly towards strengthening the Taylor’s brand values nationally and internationally.

Assoc. Prof. Dr. Tang has been with Taylor’s University since 2000 having taught previously at other public and private universities in Malaysia and worked with two multi-national companies. She is a teacher developer who has always be in touch with the teachers she develops and creates valuable experiences for them. Her major work focuses on designing teaching evaluation processes, coaching systems, and defining training plans, and developing students holistically. She is noted for her personal and professional efforts to develop lecturers, as she believes “students learn successfully if teachers teach successfully”. She also believes that all students deserve an education that will challenge, inspire and prepare them to become better citizens as well as for a better future. Her recent work includes development of a 360o university teaching engagement scale (TES) and development of a holistic development for students i.e. the Taylor’s Shine Award Programme that leads to the Second Transcript. She has published in internal peer-reviewed journals and has been the conference chair for the Taylor’s Teaching and Learning Conference, an international conference, since 2013.

Assoc. Prof. Dr. Tang’s work has evolved from being a passionate excellent teacher to an effective educational leader, shifting the paradigm for the teaching profession in ensuring student success.

**Keynote Speech Title:** A Holistic Approach to Linking Academic Development with 360o Teaching Engagement Assessment towards Academic Excellence

**Abstract:** Linking development activities to productivity is a management dilemma as higher education instructions and learning is becoming more complex involving multiple dimensions. Learning process has advanced from the predetermined and structured learning activities to self-directed and discovery driven learning knowledge under the influence of changing industry patterns, globalization, innovation, and human desires. The heutagogical approach to teaching and learning increases the engagement with students hence learning is enhanced.

Noticeably, the characteristics and profile of academics in higher education is also changing in light of bridging the gap between what is being instructed inside the classroom and what is being practiced in reality. Taylor’s University, in response to these growing challenges, has developed a holistic approach in classifying academics based on their instructive foundation, teaching experience and teaching engagement result. The evaluation of the teaching engagement is based on an online assessment instrument, which is specifically developed for this purpose. The assessment also helps to identify academics’ needs and aspirations at all stages of their advancement to assist in designing a comprehensive and sustainable academic staff development programme.
## Full Schedule

### Day 1: Registration: June 23, 2017 (Friday)

| 10:00-17:00 | Arrival and Registration  
               (Venue: Lobby) |
|-------------|----------------------|
| (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 June 24, 2017. |

### Day 2: Conference: June 24, 2017 (Saturday)

Venue: Sri Nilam

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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| 9:00-9:10 | Opening Remarks  
Assoc. Prof. Dr. Jason Miin-Hwa Lim  
Malaysian University of Sabah (University Malaysia Sabah), Malaysia |
| 9:10-9:55 | Keynote Speaker I  
Prof. Abdul Rashid Mohamed  
Universiti Sains Malaysia, Malaysia  
**Title:** Hybrid Professionals a Hint for the Preparation of the next Gen Teachers in the Malaysian Education System |
| 9:55-10:20 | Coffee Break & Group Photo  
Venue: Sri Nilam |
| 10:20-11:05 | Keynote Speaker II  
Assoc. Prof. Dr. Jason Miin-Hwa Lim  
Malaysian University of Sabah (University Malaysia Sabah), Malaysia  
**Title:** Expert Writers’ Descriptions and Justifications of their Data Collection Procedures in Language Education: Implications for Reading and Writing Instruction |
<table>
<thead>
<tr>
<th>Time</th>
<th>Keynote Speaker III</th>
</tr>
</thead>
</table>
| 11:05-11:50| Assoc. Prof. Dr. Tang Siew Fun  
Taylor’s University, Malaysia  
**Title:** A Holistic Approach to Linking Academic Development with 360° Teaching Engagement Assessment towards Academic Excellence |

<table>
<thead>
<tr>
<th>Time</th>
<th>Lunch</th>
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<tbody>
<tr>
<td>12:00-13:30</td>
<td><strong>Venue:</strong> Coffee House, Lobby Level</td>
</tr>
</tbody>
</table>
**Session 1**  
13:30-15:15, June 24, 2017  
Venue: Sri Nilam, Level 2  
Theme: Literary Works Analysis  
Session Chair: Assoc. Prof. Aris Reynold Cajigal

*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.

<table>
<thead>
<tr>
<th>ID</th>
<th>Title + Author’s Name</th>
</tr>
</thead>
</table>
| LC0006 | **Women’s Sexuality in Merlinda Bobis’ Banana Heart Summer: An Intersection of Foucault’s Transgressions and Punishment**  
**Orchidia Cabatuando**  
De La Salle-College of Saint Benilde, Philippines  
**Abstract:** Foucault maintains that power does not repress sexuality but rather amplifies it through discourses. This paper, however, attempts to present how Foucault’s mechanisms of power: prohibition, censorship, and denial are, the very ideas, exercised from the individual to the community level to punish women’s transgressions of sexuality and thereby disadvantage the full measure of her agency. Transgressions are maintained in line with his notion that such happen via the recognition of the boundaries and the crossing of the limits. A close reading of Banana Heart Summer reveals that the women characters can only safely explore and actualize the full measure of their sexuality within the limiting scope of an approved, legitimized union that is unfortunately anchored in an ideal age and within a prescribed social class. Acts outside of this terrain of control are considered transgressions and are met with prohibition, censorship, or denial that come at a great cost to women’s full agency as experienced by Viring, Maring, and VV. |
| LC0017 | **The Uncanniness of the Death Instinct in “Bartleby”**  
**Tianyu Ma**  
Washington University in St. Louis, USA  
**Abstract:** This paper examines Herman Melville’s “Bartleby, the Scrivener” alongside Sigmund Freud’s “The ‘Uncanny’” and “Beyond the Pleasure Principle.” It argues that Melville’s title character is uncanny due to his exemplification of the universal death instinct. Throughout the story, the narrator represses his recognition of Bartleby’s humanity and tries to keep him hidden, and these actions indicate a denial of the developing pseudo-paternalistic relationship between himself and the scrivener. Such a relationship is a corruption of Freud’s “double,” the central mechanism of his model of reproduction. This mechanism is driven by the sexual instinct that Bartleby clearly lacks, and in its absence he manifests the universal death instinct, as exemplified in his repetitive responses of “I would prefer not to,” which ultimately leads him to his inevitable death. |
| LC0018 | **“No Borderlines are Tattooed across this Earth”: Zimbabwean Migrants in South Africa in Meg Vandermerwe’s Zebra Crossing**  
**Isaac Ndlovu**  
University of Venda, South Africa  
**Abstract:** Meg Vandermerwe’s Zebra Crossing (2013) fictionalizes precarious South-South Migrations (SSM). The Zimbabwean illegal migrants’ traumatic experiences as they cross into and eventually eke existences in South Africa are shockingly but sympathetically depicted. Despite South Africa’s challenges with high unemployment rates, urban squalor and crime and the high HIV prevalence, the country’s economy is perceived as functional and stable by sub-Saharan Africa’s standards. As a result, many people from all over Africa have been migrating to South Africa as political asylum seekers but mainly as economic migrants. The proximity of Zimbabwe to South Africa and the collapse of that country’s economy from the year 2000 onward and the attendant political turmoil saw many Zimbabweans migrating both legally and illegally to South Africa. Vandermerwe’s novel is set at the eve of the 2010 Soccer World Cup held in South Africa and develops the story of a seventeen-year-old albino Zimbabwean girl and her twenty-year-old brother who after experiencing personal tragedies and economic difficulties decide to migrate. In addition to reifying and amplifying the South-South migrants’ experiences which have not been prominent in African fiction, the novel... |
also problematizes the fact-fiction dichotomy. This blurring of genres allows the narrative to speak to the hearts of those who have experienced some of the South-South migrant travails and to haunt those who have not personally experienced them. My essay argues that Vandermerwe forces her readers to think seriously about the connections between fact and fiction, different types of inequality and migration in general, and the South-South Migrations in particular.

**Feminism in Philippine Mainstream Short Stories in English**

**Jeanette G. Dials**
Mariano Marcos State University, Philippines

**Abstract:** The study analyzed the award-winning short stories in English using Cheri Register’s Feminist Perspective Criticism. Specifically, it determined the images and emerging roles of women as reflected in the short stories and the motives and reasons behind these images and emerging roles.

Only the short stories with female characters, major or minor were the subject of the study. The Filipino woman manifested the following images: submissiveness to authority, frailty to human desires, assertiveness to socio-cultural conditions and responsiveness to the changing times. Almost all the women characters in the short stories under study are modern in their outlook in life. It can be gleaned that women are breaking loose from their historic cocoon which contained them for many years. They can now control their own emotions and rule their own lives.

Women are no longer confined to their traditional roles as wife and mother in the home. They have asserted their equality in almost all aspects of life. They have confirmed that sex is not a determinant of a person’s capacity and ability to stand as an individual.

The study claimed that the score or two decades, 1981-2000 had been a time for Filipino writers to give another light to the status of women in society—that is espousing salient features of feminism.

The study further confirmed that the economic conditions in the woman’s world, dynamic social situations and emergence of moral concerns paved way for the surfacing roles and images of Filipino women.

**Study on Out of Africa from the Perspective of Heterotopia**

**Yan Wang, Xiaolan Lei**
Northwestern Polytechnical University, China

**Abstract:** *Out of Africa* gives us different imaginations of spaces from the literal meaning, and many scholars have analyzed it from different perspectives. However, never has Foucault’s theory of heterotopia. This paper will give an analysis about the thinking spaces in this article combined with the six features of Foucault’s heterotopia. Then shows us a different Africa and different ways of thinking.

**On the Father Images by Anderson and Faulkner—Illustrated by The Triumph of the Egg and Barn Burning**

**Qian Bai, Yu Sun**
Northwestern Polytechnical University, China

**Abstract:** The works of Sherwood Anderson and William Faulkner have aroused the extensive attention of the critics in the world. The conventional study puts its focus on the respective contents of the two writers’ novels. Enough attention is not paid on the comparative study on the father images between Anderson and Faulkner. Their works both contain profound historical connotations, yet the connection between the novel and New Historical has remained for the most part unexplored. Consequently, based on the previous studies, the present paper, with the method of close reading, attempts to proclaim the effect to the two father images under the imbalanced value in social transition. Meanwhile, the paper also tries to reinterpret Anderson and Faulkner’s historical consciousness in *The Triumph of the Egg* and *Barn Burning* from the perspective of New Historicism, particularly applying the concept of “the Historicity of text”, which could add a better understanding to the text and history relationship in the two stories. At last, the paper reflects New Historicism is feasible for text interpretation and sheds enlightenment on the future studies of the application of New Historicism.
Analysis of Emotional Paralysis in *Dubliners* in terms of Personality Structure

**Xinwei Yang, Yu Sun**

Northwestern Polytechnical University, China

**Abstract:** *Dubliners* is one of James Joyce’s early works which portrays the miserable life condition of the middle and lower class people in Dublin in the early 20th century. Joyce has presented to the world in this collection a “dear dirty Dublin” which is suffused with morbid and lifeless atmosphere. “Paralysis” is the most apparent character of Dubliners. In this hopeless city, people are shackled by the doctrines and life burdens and have lost ability and passion to pursue true love. Instead, they have gradually fallen into the abyss of emotional paralysis. The present thesis will select two short stories “Eveline” and “Clay”, which depict the life of young and middle-aged Dubliners, as examples to discuss the theme of emotional paralysis in Dubliners. The Freudian theory of Personality Structure will be applied to analyze the behavior and thoughts of the two protagonists to see how the ego, id, and super-ego operate to affect their mental and physical activities, and how their emotions finally become paralyzed.
# Session 2
13:30-15:15, June 24, 2017
Venue: Sri Intan, Level 2
Theme: Teaching and Education
Session Chair: Assoc. Prof. Dr. Tang Siew Fun

*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.

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| EM0012 13:30-13:45 | A Correlational Study on Subjective Well-Being (SWB) and Relationships amongst University Students  
Malissa Maria. Mahmud, Shiau Foong. Wong  
Sunway University, Centre for American Education, Bandar Sunway, Malaysia  
**Abstract:** Over the past decades, fundamental change in underlying beliefs and theories in the context of teaching and learning has prompted invigorating consensus amongst researchers that happiness or subjective well-being (SWB) amongst the students could stimulate and incite students’ motivation and engagement in the classroom context. However, in the same disposition, it is also claimed that positive relational maintenance with both lecturers and peers is deemed as one of the key sources of happiness in which instrumental support, social and emotional development exist. With the aim to probe on the correlation between subjective well-being and student-lecturer relationship as well as student-peer relationship, this study employed a survey questionnaire to determine the imminent issues linking the concept of well-being and positive relational maintenance in the context of teaching and learning. The correlation analysis showed that there is a significant positive association, not only between student-lecturer relationship and SWB, but also between student-peer relationship and SWB. |
| EM0003 13:45-14:00 | Relationship of Student Satisfaction Levels in Blended Learning and Traditional Classroom Environments at the Maldives National University  
Niuma Mohamed  
The Maldives National University, Maldives  
**Abstract:** The purpose of this study was to determine (a) what differences, if any, exist between The Maldives National University (MNU) students enrolled in blended mode of learning at Centre for Open Learning (COL) and students enrolled in traditional form of learning at other faculties during 2015 with regard to their satisfaction with course quality and (b) the level of satisfaction of blended learning students with regard to content delivery and online support provided to them in blended learning.  
Data were gathered using information from 100 blended learning undergraduate students using Distance Learning Student Response Questionnaire (DLSRQ) and 100 traditional undergraduate students using the Student Survey Form (SSF). These students were enrolled in at least one of the four courses selected from the general education competency areas of Assessment and Evaluation, Business Mathematics, English for Further Studies, and Social Science during 2015  
It was concluded that blended learning and traditional classroom students experienced a high level of satisfaction with regard to almost all aspects of course quality. It was also determined that there was very little difference in the level of satisfaction between the two groups. Unlike traditional classroom students, blended learning students did not express a high level of satisfaction with the timeliness of instructor feedback. They did, however express a high level of satisfaction with content delivery and online support services. |
| EM0013 14:00-14:15 | Facebook and Collaborative Learning: An Empirical Study on Online Assessment  
Malissa Maria. Mahmud, Shiau Foong. Wong  
Sunway University, Centre for American Education, Bandar Sunway, Malaysia  
**Abstract:** Collaborative learning induces participation and involvement amongst learner. However, the distribution of tasks within a collaborative environment may lead to unequal contributions of shared roles and responsibilities due to the common perils in the case of social loafing or domineering learners. Current trends in the area of collaborative learning have established an array of approaches designed to constitute a sense of accountability and relations of constructive interdependence amongst learners. For this study, these two... |
Philosophies and concepts have been synthesized to determine the efficacy of online peer assessment within a collaborative learning environment. With the institution of accountability and relations of constructive interdependence amongst learners, it is assumed that the assessment process may diminish and eradicate learners ensuing marks from collective effort, whilst with learners executing their evaluations individually, sense of dominance is dubious to the context. By employing blended learning approach, this study leverage on the integration of technology to determine the viability of Facebook and online peer assessment’s integration for an English Critical and Creative Writing class. Research instruments comprised of a survey questionnaire to probe on the learners’ attitudes and perceptions towards social loafing, online peer assessment, and collaborative learning environment as well as an online peer assessment designed via Facebook. The results of the study advocate the incorporation of online peer assessment and collaborative learning environment in which learners can benefit from these nifty instructional strategies and substantially enhance students’ interest and motivation.

Developing a Computer Assisted Summarization Learning Model

Chiou Sheng Chew, Norisma Idris, Er Fu Loh, Mimihayu Md Yusof and Wan Effa Jaapar
University of Malaya/Artificial Intelligence, Kuala Lumpur, Malaysia

Abstract: Summary writing is a process of producing a more concise text through the process of selecting important information and deleting supporting and explanatory details from the source text. A good summary does not only depend on students ability to comprehend the source text, but also able to relate their prior knowledge in the process. Besides that, summarizing strategies are also crucial in summary writing. From a study conducted on Malaysian undergraduate students, it was found that majority of them were unable to write a good summary due to lack of prior knowledge and functional knowledge of summarizing strategies. This indicates that prior knowledge and summarizing strategies are important in summary writing. The aim of this research is to develop a summary writing learning model that incorporates prior knowledge, summarizing strategies and learning theories to enhance students’ ability to produce a good summary.

The proposed Summary Writing Learning (SWL) model consists of three main components; Summarizing Strategies Learning (SSL), Prior Knowledge Activation (PKA) and Summarizing (SZ). The worked example instructional approach is used to instruct students in SSL. An advanced organizer is used to activate students’ prior knowledge in PKA to comprehend the new text. Moreover, two feedback sub-components are proposed in SZ to provide feedback to students on their summary strategies identification and summarized text from their instructor. The proposed SWL model will be a valuable contribution to educational technology specifically in summary writing.

Value the Formative Assessment, for it Values the Student Outcome - A Historic Cohort Study on Dental Undergraduate Students in India

Manivasakan Shivasakthy, K R Sethuraman and Carounanidy Usha
Indira Gandhi Institute of Dental Sciences, Sri Balaji Vidyapeeth, Pondicherry, India

Abstract: Background of the study: There are several researches on assessment but very few evidence is available in finding the association between the formative and the summative assessment especially in higher education like health sciences. The aim of this study was to determine the relationship between the formative and summative performance of the dental undergraduate students retrospectively. Methodology: The theory marks of the first year BDS students of three consecutive years (Batch A, B and C) in the initial formative assessment and final summative assessment were collected retrospectively. The total theory marks of the students in both the assessments were analysed statistically using Pearson Correlation analysis. Results: The data analysis showed significant positive association (2013-14 – 62%, 2014-15 – 71%, 2015-16 – 65%) between the formative and summative assessment performance of all three batches. Conclusion: The performance in formative and summative assessments have good positive correlation suggesting that formative assessment results should be treated with more value for better student outcome.
| LC0023 | 14:45-15:00 | Examining the Complexities of Teaching through Case Writing  
**Aris Reynold V. Cajigal**  
Mariano Marcos State University, Philippines  
**Abstract:** This paper elaborates the complexities of teaching as articulated in cases written by preservice teachers. This qualitative study describes how preservice teachers examined the various dimensions of teaching and learning through a case writing project. Anchored on constructivist perspective and interpretive design, multiple sources of data were collected. These include course projects, interviews, observations, results of case discussions, and journal reflections. Each group prepared a case narrative based on the interview they conducted. The 20 case narratives highlighted dilemmas like student conduct and discipline, inadequacies of teachers, limitations of the school system, pedagogical mistakes, and relationship with administrators, co-teachers and parents. The preservice teachers were challenged by the dilemmas and felt the urgency to prepare in order to be skilful when dealing with students, administrators, colleagues and the members of the community. Implications to teacher preparation are also noted in this study. |
| LC0029 | 15:00-15:15 | Integrating Alfred Wallace's Biogeography and Joseph Conrad's Literary Imagination in Tropical Southeast Asia  
**Jongchan Lee**  
Institute for Tropical Studies, Ajou University, South Korea  
**Abstract:** Beginning with the question in which how British naturalist Alfred Wallace's biogeography and Joseph Conrad's literary imagination are integrated to investigate the tropicality in Southeast Asia, the paper tries to analyze how there lies common tropicality between 'Wallacea' as biogeographical space and the Sulu Zone as historical-geographical space. Wallace's biogeographical view that geographical distribution of the species largely depended upon geological structure of the earth was based on his strenuous efforts to link geology, biology and geography in Malay Archipelago. It is in Sarawak that Conrad decided to play literary imagination in the wake of Wallace. James Brooke became a significant model for White Rajah in Conrad's Lord Jim. Conrad's novels on Malay consistently demonstrate the tropicality of Wallcean vegetation as "the mighty Kosmos in perfect equilibrium" whose building blocks consist of accuracy, harmony, exactness, strength and fragility. My presentation argues that the integration of biogeographical and literary imagination may contribute to the recognition of the tropicality of biogeographical and historical-geographical space in Southeast Asia. |
Session 3  
15:30-17:30, June 24, 2017  
Venue: Sri Nilam, Level 2  
Theme: Language, Culture and Literature  
Session Chair: Assoc. Prof. Ronald Candy S. Lasaten  

*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.

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| EM0010| Don’t Raise your Voice, Improve your Argument  
Adrian Ting  
The Hong Kong Polytechnic University, Hong Kong  
Abstract: As competition between universities around the world intensifies, many Hong Kong universities now run courses and conduct research in English. Students and staff alike are required to have high proficiency in the use of academic English irrespective of their first language (Bruce, 2008). This has created a surge in demand on English for Academic Purposes (EAP) support.  

At university, students are often taught how to master the art of making sound arguments and to be able to defend their views when necessary. However, these are skills that many Hong Kong undergraduates struggle to acquire. Wingate (2012) believes that argumentative essay, the most common type of text in academic English, is perhaps not very well understood by academics and students alike. Similarly, Bacha (2010) acknowledges the difficulty students have when making arguments due to differences in the ways students use rhetorical structures in their first language which, when composing in English, makes their arguments seem underdeveloped and lack support by adequate sources.  

This paper reports on some strategies used in EAP to encourage students to make and defend arguments in an EAP module. Following the principles of the ‘open presentation sandwich’ model (Salter-Dvorak, 2016), students were given the opportunity to deliver an oral presentation between the first and second drafts. This paper concludes that, although time consuming, the feedback from teachers and fellow students was effective in terms of encouraging and assisting students to make convincing arguments. |
| LC0008| Representation of Culture, Gender and Identity: An Analysis of Stella Kon’s Emily of Emerald Hill  
Ong Cheng Teik  
Wawasan Open University, Penang, Malaysia  
Abstract: The immense popularity of the monodrama Emily of Emerald Hill by Singaporean playwright Stella Kon hinges on a multiplicity of factors from the successful and nostalgic re-enactment of the glorious days of the Peranakan (Straits-born) Chinese in Singapore to the realistic portrayal of a Peranakan Chinese matriarch and protagonist Emily. It is the latter that this study seeks to interrogate the play to analyse the construction of the various female roles and identities Emily assumes from that of a daughter to a daughter-in-law, a wife, a mother and a Peranakan Chinese matriarch. Such realistic portrayal of a multidimensional character together with the resonance of the Peranakan tradition relived in the play endear her to the audience from Malaysia and Singapore that have a sizeable Peranakan Chinese community. In the analysis, this multidisciplinary study straddles and draws on insights from the fields of sociology, post-structuralism, Confucianism and psychoanalysis in its attempt to better understand the psyche and motivation behind Emily’s skilful and triumphant negotiation with patriarchy reminiscent of the bygone days of the Peranakan Chinese community that privileged sons over daughters. |
| LC0010| Lexical Patterns and Cohesiveness of Selected Poems: Bases for Deriving Themes  
Jahnese D. Asuncion, Marlina L. Lino  
Mariano Marcos State University, College of Teacher Education, Philippines  
Abstract: Lexical patterning has been considered as a new, interesting, and academic manner of discussing poetry. Themes embedded in poems can be particularly derived easier through a close look at the lexical patterns and cohesiveness of a text. This study, therefore, was conducted to describe the lexical patterns and cohesiveness of selected poems and use these as
bases for determining their respective themes. The descriptive research design particularly content analysis was utilized to identify the lexical patterns in the selected poems. The lexical patterns were categorized based on the extensive composition written by Transkanen. Moreover, the cohesiveness of each of the poems was determined through a formula adapted from Goodarzi. The identified lexical patterns and cohesiveness in each of the poems were used to derive the theme. The lexical patterns, cohesiveness and derived themes were validated by experienced literature teachers. Results reveal that the poems are rich in lexical patterns and majority of them are cohesive. Hence, the derivation of theme is easier and faster.

A Qualitative Analysis of Shell Nouns Used by University Students from China and Sweden

Yishan Gao, Yi Zhang
School of Foreign Languages, Northwestern Polytechnical University, Xi’an, China

Abstract: Based on language transfer theory, this study tries to explain the differences in shell nouns used by Chinese and Swedish university students from the perspective of linguistics and culture. From the aspect of linguistic features of Chinese and Swedish, we find that methods of texture, popularity of nouns and sentence patterns lead to the differences in shell nouns. As for cultural differences, the two contrary thinking patterns can explain why Chinese and Swedish tend to use shells in distinct manners. We hope that the results of this study could provide useful insights for the teaching and learning of shell nouns.

Development of Information and Communication Technology-based Resource Kit in Teaching Poetry

Ronald Candy S. Lasaten, Marlina L. Lino
Mariano Marcos State University College of Teacher Education, Philippines

Abstract: To address the need for ICT-based poetry teaching among the literature teachers of the Mariano Marcos State University College of Teacher Education, Laoag City, this study aimed at developing ICT-based resource kit in the teaching of poetry using the Research and Development (R&D) methodology. A panel of literature experts and ICT experts validated the resource kit in terms of its content and design characteristics, respectively, using two different validation checklists. The validity of the ICT-based resource kit was established using computed weighted means. Findings show that the resource kit developed consists of a facilitator’s guide and an interactive compact disc (CD) containing the ICT-based lessons in poetry. Both the facilitator’s guide and the interactive CD have their own salient parts and features that address the need for poetry pedagogy. Further, results show that the ICT-based resource kit is valid in terms of its content and design characteristics. Thus, the resource kit developed could help address the need of literature teachers for available ICT-based material in the teaching of poetry.

The Construction of Indian Culture through the Lexicographical Discourse of Hindi-French Dictionary

Tanzil Ansari
Jawaharlal Nehru University, India

Abstract: A dictionary is often considered a list of words, arranged in alphabetical orders, providing information on a language or languages and it informs us about the spelling, the pronunciation, the origin, the gender and the grammatical functions of new and unknown words. In other words, it is first and foremost a linguistic tool. But, according to Jean Dubois, dictionary is also a cultural product through which a lexicographer transmits the culture of a country or a linguistic community from his or her ideology. It means, a dictionary does not present only language and its metalinguistic functions but also its culture. Every language consists of some words and expressions which depict the culture of its language. In this way, it is impossible to disassociate language from its culture. Therefore, a dictionary which composes an archive of the words and expressions of a language or languages, represent the culture. In the present study, I will investigate how the first Hindi-French dictionary, written by Federica Boschetti, a French lexicographer, deals with the notion of Indian culture through the lexicographical discourse. How does it present the stereotype image of India? How does it represent the condition of Indian women? The study is focused on Hindi-French dictionary, but its line of argument can be compared to dictionaries produced in other languages.
| LC1019  | 17:00-17:15 | An Interpretation of the Symbolism in *The House on Mango Street* in Terms of Ideational Function  
**Liu Liu**, Yu Sun  
Northwestern Polytechnical University, China  
**Abstract:** *The House on Mango Street*, a novel written by the female Mexican-American writer Sandra Cisneros in 1984, is a representative work of the Chicana Literature. The paper analyzes from the perspective of ideational function within the systemic functional linguistics, aiming to find out how the author uses these main symbolic forms in the novel to manifest the attribution and identification of the dual identity of Esperanza, a Chicana. Corpus related to these symbolic forms is collected according to the transitivity theory. Then, these linguistic evidence is analyzed with the theory of relational process, and the symbolic meanings of those symbolic forms are also combined in this process, thus revealing Esperanza’s dual identity. At last, the functions of the symbolism in achieving the attribution and identification of Esperanza’s dual identity are demonstrated and verified. |
| LC1014  | 17:15-17:30 | A Comparative Study of Two Translations of *Wo Zai Xia Cun De Shi Hou* From Androgynous Perspective  
**Yudi Liu**  
Northwestern Polytechnical University, China  
**Abstract:** As a complement of feminist translation theory’s weakness, androgyny plays an important role in translation practice. Some male translators try to translate feminism fictions from androgynous perspective. This paper analyses two translations of Chinese female writer Ding Ling’s *Wo Zai Xia Cun De Shi Hou* translated by male translator Gary J. Bjorge and female translator Gong Pusheng. From the examples, it can be seen that the male translator with feminism sense also can translate feminism fictions successfully, even sometimes better than the female translator. Androgynous perspective is useful in dealing with translating works written by the opposite gender. |
### Session 4
15:30-17:15, June 24, 2017  
**Venue:** Sri Intan, Level 2  
**Theme:** Language Teaching

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

*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.*

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| EM0016| Potential Effects of Collaborative Output Task on L2 Novice Learners’ Vocabulary Acquisition: A pilot study  
**Mutsumi Kawakami**  
Science and Engineering Department, Tokyo Denki University, Saitama, Japan  
**Abstract:** This paper reports on the potential impact of a collaborative output activity on the vocabulary acquisition of novice English learners in Japan. Twenty-six participants randomly assigned to pairs or groups of three performed a dictogloss task for three weeks. The dictogloss is an integrated skills activity that promotes oral interaction and written output through discussion of the text they heard. The current study aimed to examine the potential benefit of the activity on their vocabulary knowledge and their learning gain perceptions by modifying the dictogloss activity for novice learners. The results indicated that the participants significantly increased their meaning and usage aspects of vocabulary knowledge after the treatment but the retention of usage was superior to knowledge of meaning. Furthermore, the participants perceived the dictogloss activity as being effective on their productive skills for language learning. Some suggestions are proposed to enhance novice learners’ attention to form and meaning. |
| LC0001| Malay ESL Students’ Difficulties in using English Prepositions  
**Loi Chek Kim,** Songyu Akkakoson, Mehmet Cem Odacioglu, Norazah Mohd Suki, Henry Bating  
Universiti Malaysia Sabah, Malaysia  
**Abstract:** The study attempts to undertake an error analysis of prepositions employed in the written work of Form 4 Malay ESL (English as a Second Language) students in Malaysia. The error analysis was undertaken using [15]’s (1974) framework of intralingual and interlingual errors and [16]’s framework in identifying prepositional concepts found in the sample. The study first identified common prepositional errors in the written texts of 150 student participants. It then measured the relative intensities of these errors and found out possible causes for the occurrences of these errors. In this study, one significant finding is that among the nine concepts of prepositions examined, the participant students tended to make the most number of errors in the use of prepositions of time and place. The present study has pedagogical implications in teaching English prepositions to Malay ESL students. |
| LC0003| Stages of Concern of Grade 8 Teachers in K to 12 English Curriculum: Basis for the Development of a Training Program  
**Winicel May C. Ancheta,** Ronald Candy S. Lasaten  
Ilocos Norte College of Arts and Trades, Philippines  
**Abstract:** Using the Research and Development (R&D) methodology, this study aimed to develop a proposed training program to address the concerns of 70 Grade 8 teachers in the implementation of the K to 12 English Curriculum, as a result of the analysis on the stages of concern of the teachers. Data on socio-demographic profile of the teachers were analyzed using frequency, percentage, mean and standard deviation, while their stages of concern were analyzed and interpreted using frequency, percentage, and Peak Stage Score Interpretation. Meanwhile, Pearson’s r correlation was used to determine the relationship between the teachers’ stages of concern and their socio-demographic profile. Mean was used to determine the validity of the proposed training program. Findings show that the teachers’ stage of concern is at Stage 0 (Awareness). The teachers’ stages of concern have a significant relationship to the teachers’ age, years of teaching experience, educational attainment, and number of trainings and seminars attended related to the K to 12 English Curriculum. The proposed training program is valid in terms of its rationale, objectives, content and methodology, manpower |
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<td>LC0007</td>
<td>Supplementary Outcome-based Resource Material in Reading Comprehension</td>
<td>Jamaica B. Vizcarra, Jeanette G. Dials</td>
<td>Using the Research and Development (R&amp;D) Methodology, this study aimed to develop a supplementary outcome-based resource material in reading comprehension. Specifically, it determined the trend of the National Achievement Test results in English as a basis in the identification of the reading comprehension competencies that were included in the supplementary resource material. It also assessed the validity of the material in terms of its objectives, activities, instructional characteristics and evaluative characteristics. The main instrument used in the study is the content validation instrument which was later used to validate the content of the supplementary resource material developed. Weighted mean was used in the analysis of the content validation results. Results showed that the summary evaluation on the characteristics of the outcome-based resource material in reading comprehension acquired a descriptive interpretation of Very Valid. This means that the material generally meets the standards of an outcome-based material. Specifically, the material was evaluated as Very Valid in terms of its objectives, activities, instructional characteristics and evaluative characteristics. Therefore, the resource material is valid in improving the reading comprehension of students.</td>
<td>University of Northern Philippines, Philippines</td>
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<td>LC1012</td>
<td>L2 Perception of English Word Stress by L1 Thai Learners</td>
<td>Sawaros Jaiprasong, Nattama Pongpairoj</td>
<td>This study aimed at investigating L1 Thai learners’ English Word Stress perception in words with particular suffixes (suffixes affecting the stress to be on themselves e.g. ‘-oon’ (i.e. ‘afteroon’), ‘-ee’ (i.e. ‘foresée’) and ‘-eer’ (i.e. ‘mountainéeer’) and suffixes affecting the stress to be shifted e.g. ‘-ic’ (i.e. ‘fantástic’), ‘-ity’ (i.e. ‘idéntity’) and ‘-tion /-sion’ (i.e. ‘élécion’)), compound words (compound nouns, compound verbs and compound adjectives) and conversion words e.g. ‘présent’ (n.) – ‘présent’ (v.). 20 L1 Thai undergraduate learners were divided into two groups: 10 intermediate learners and 10 advanced learners. The participants were required to complete two perception tasks: Task 1 (Marking English Word Stress in Isolation) and Task 2 (English Word Stress Assignment Judgment). All of the chosen words were selected from English textbooks used to teach Thai learners from grades 1 – 12. The results showed that, in Task 1, the advanced learners had better English word stress perception of all types of focused English words except suffixes affecting the stress to be shifted to the syllables before the suffixes. Furthermore, L1 Thai learners had better English word stress perception when they identified the location of stress after listening to English words than making judgment of word stress assignment without listening to any English words. The results contributed to second language acquisition with respect to English word stress of L1 Thai learners and provided pedagogical implications for English pronunciation.</td>
<td>Chulalongkorn University, Thailand</td>
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<td>LC1013</td>
<td>The Use of a Cooperative Corpus Consultation to Promote the Acquisition of L2 English Adjective + Preposition Collocations Among L1 Thai Learners</td>
<td>Supaporn Kulsitthiboon, Nattama Pongpairoj</td>
<td>Teaching collocations through corpus consultation can highlight not only patterns but also association between meaning and patterns (Hunston, 2002). However, previous studies have reported learners’ problems during corpus consultation (O’ Sullivan &amp; Chambers, 2006: Varley, 2009). It is assumed that the integration of group work into corpus consultation tends to facilitate the learning process (Gavioli &amp; Aston, 2001; O’Sullivan, 2007). The study therefore investigated the effects of cooperative corpus consultation on the acquisition of L2 English adjective + preposition collocations. The participants were two groups of 76 first-year Thai undergraduate students for a control and an experimental group. The instruments were corpus-based materials and activities covering both paper-based and online activities, a pre-test and a posttest. The participants took the pretest before receiving the treatment. While the control groups consulted the corpus individually, the experimental group employed the cooperative corpus consultation approach before both groups took the posttest. The preliminary</td>
<td>Chulalongkorn University, Thailand</td>
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findings seemed to show that the discussion and cooperation of the experimental group facilitated the corpus consultation and their learning. The findings provided pedagogical implications in implementing the corpus-based approach in the acquisition of L2 English collocations.

The Development of Vocabulary Learning Model Based on the Cognitive Theory of Multimedia Learning

**Nopthira Jawaut**, Sumalee Chinokul
Chulalongkorn University, Thailand

**Abstract:** To start learning a new language, vocabulary is the priority for learners to overcome. It is the task dealing a lot with information processing. With the restriction of the capacity in working memory to process information at one time (Sweller, 1988), it affects the learners’ ability to maintain the word memory in long term. Therefore, the Cognitive Theory of Multimedia Learning (Mayer, 2009) and Vocabulary Instruction Principles (Nation, 2001) were integrated as the conceptual framework, with the aim at designing a vocabulary learning model that best enhanced the learners’ vocabulary learning ability. A draft model was initially designed, and proposed to 9 key experts, from 3 main relevant areas of the study including vocabulary instruction, instructional design, and cognitive psychology. The data were collected by using Semi-Structured Interview with those participants to refine the draft model. Content analysis was employed for data analysis. Finally, an evaluation form of the final model was employed with 3 representatives from the participant group. The preliminary finding discovered a vocabulary learning model based on the Cognitive Theory of Multimedia Learning, provided with the descriptions of its components, interrelationship between the components, and the manual of the model. The implications would shed the light on a way to improve and expand learners’ vocabulary size.
Poster Session

LC0030  Reviving Padung-padung to Preserve Karo Tribe Cultural Identity
Ariani
Product Design Department, Faculty of Art and Design, Trisakti University, Indonesia
Abstract: Padung-padung is a kind of earrings with admirably large size, represent woman status and contain philosophy meaning that enriches the custom and tradition of Karo tribe in North Sumatera. This study aims to browse back padung-padung’s existence, signification, role, and the cause of its disappearance, as well as necessary efforts to be done in order to maintain the presence of padung-padung as one of the Karo tribe's identity. Referring to the conception that cultural preservation efforts in terms of maintaining its existence needs to be done to strengthen the culture of a nation, therefore the culture should be sustainable while providing ample opportunities for a creative development within. The art and culture of Karo is a representation of the tribe and our national high civilization, thus it is our responsibility to preserve and maintain its presence by building it into a sustainable form.

Listeners’ List

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<td>Listener 7</td>
<td>Aishath Naziya Niyaz</td>
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Call For Papers

2017 3rd International Conference on Literature and Linguistics
September 23-25, 2017, Hong Kong
ICOLL 2017

2017 3rd International Conference on Literature and Linguistics (ICOLL 2017), will be held in Hong Kong during September 23-25, 2017.

ICOLL 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 Literature and Linguistics, and discuss the practical challenges encountered and the solutions adopted.

Publication

International Journal of Languages, Literature and Linguistics (IJLLL, ISSN: 2382-6282, DOI: 10.18178/IJLLL), and will be included in Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest and DOAJ.

Topics

Topics of interest for submission include, but are not limited to:
- Applied Linguistics
- Discourse Analysis
- Language for Specific Purposes
- Language Education
- Collaborations in Language Teacher Education
- Lexical semantics and word sense
- Grammars, syntax, semantics and discourse
- Discourse analysis
- Language, linguistic and speech resource development
- Evaluation methods and user studies

Submission Methods

1. Email: icoll@iedrc.net
2. EasyChair System: http://www.easychair.org/conferences/?conf=icoll2017

Important Dates

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<td>Acceptance Notification</td>
<td>On August 15, 2017</td>
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<td>Registration Deadline</td>
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<td>September 23-25, 2017</td>
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</tbody>
</table>
2017 3rd International Conference on Education, Learning and Training will be held in Chengdu China, during October 12-14, 2017. It 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 Education, Learning and Training.

ICELT 2017 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, Learning and Training, 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 Education, Learning and Training and related areas. For more details of the conference schedule, please feel free to contact us at icelt@iedrc.net.

Publication

Submissions will be reviewed by the conference committees and accepted papers will be published in International Journal of Learning and Teaching
ISSN: 2377-2891(Print); 2377-2905(Online)
DOI: 10.18178/ijlt
Abstracting/Indexing: Google Scholar; Crossref; Engineering & Technology Digital Library; etc.

Topics

Topics of interest for submission include, but are not limited to:
- Biology Education
- Cooperative Education
- Disasters Management
- Education Science
- E-learning
- Elementary Education
- Gender & Education
- Human Rights Education
- Humanism and Education
- Language Education

Submission Methods

1. Email: icelt@iedrc.net
2. EasyChair System: http://www.easychair.org/conferences/?conf=icelt2017

Important Dates

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<th>Before July 30, 2017</th>
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<td>Submission Deadline</td>
<td>On August 20 2017</td>
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<tr>
<td>Acceptance Notification</td>
<td>Before September 10, 2017</td>
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<tr>
<td>Registration Deadline</td>
<td>October 12-14, 2017</td>
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We sincerely invite you to take part in 2017 7th International Conference on Languages, Literature and Linguistics (ICLLL 2017) in Kyoto, Japan during December 9-11, 2017. ICLLL 2017 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 Languages, Literature and Linguistics, and discuss the practical challenges encountered and the solutions adopted.

All honorable authors are kindly encouraged to contribute to and help to shape the conference through submissions of their research abstracts and papers. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Language, Linguistics and Literature are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

**Publication**

International Journal of Information and Education Technology (IJIET, ISSN: 2010-3689, DOI: 10.18178/IJIET) as one volume, and will be included in the EI (INSPEC, IET), Cabell's Directories, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest etc.

**Topics**

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

- The Knowledge Base of Language Teacher Education
- Language, linguistic and speech resource development
- Language Change and Variation
- Language, Identity and Culture
- Language and Literature
- Language, Culture and Translation
- Women's Writings
- Teaching of Language and Literature
- Language and ICT
- Research on legal language teaching

**Submission Methods**

1. Email: iclll@iedrc.org
2. EasyChair System: https://easychair.org/conferences/?conf=iclll2017

**Important Dates**

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<tr>
<td>Conference Date</td>
<td>December 9-11, 2017</td>
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</table>
2018 5th International Conference on Linguistics, Literature and Arts (ICLLA 2018), will be held in Seoul, South Korea during January 27-29, 2018.

ICLLA 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 Linguistics, Literature and Arts Management, and discuss the practical challenges encountered and the solutions adopted.

**Publication**

International Journal of Languages, Literature and Linguistics (IJLLL, ISSN: 2382-6282, DOI: 10.18178/IJLLL), and will be included in Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest and DOAJ.

**Topics**

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

- Practices of Language Teacher Education
- Language, linguistic and speech resource development
- Text entailment and paraphrasing
- Language, Identity and Culture
- Language and Literature
- Language, Culture and Translation
- New Writings in English
- The application of forensic linguistics
- Teaching Translation
- Language and Gender

**Submission Methods**

1. Email: iclla@iedrc.net
2. EasyChair System: https://easychair.org/conferences/?conf=iclla2018

**Important Dates**

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<td>Registration Deadline</td>
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<tr>
<td>Conference Date</td>
<td>January 27-29, 2018</td>
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