

## MICELT2014 SCHEDULE

### DAY 1 - SATURDAY, SEPTEMBER 13, 2014

|   |  | Room 1  | Room 2  | Room 3  | Room 4   | Room 5  |
|---|--|---|---|---|--|---|
| <b>8:00 - 8:30</b><br><b>Parallel 1</b> |  | Fostering Critical Thinking Skills in a Reading Course<br><i>Bawani Selvaraj</i>  | Promotional strategies in Computer Science Research Articles<br>Introductions by Academicians in Malaysian Focus Universities<br><i>Ina Suryani Aizan Yaacob<br/>Noor Hashima</i> | Exploring Content Schemata Influence on L2 Reading: The Hunted Fox and Twelve and Not Stupid<br><i>Amizura Hanadi Mohd. Radzi<br/>Noor Hashima Binti Abd. Aziz</i>  | An Inspector Calls and Rosencrantz and Guildenstern are dead: A different view from the eyes of Literature Students<br><i>Sarasvati A/P Rajindra</i>         | The Correlation Between Inferential Comprehension And Reading Comprehension Of The Students Of English Education Study Program Fkip Sriwijaya University<br><i>Anne Valentine<br/>Ida Rosmalina Rita Hayati</i> |
|   |  | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>   | <b>Room 9</b>  | <b>Room 10</b>  |
|   |  | Second language communication under the microscope: The case of an Arab EFL learner<br><i>Tariq Monther Al Damen</i>        | BALL (Blogs Assisted Language Learning): Are Malaysian Secondary School Students Prepared to Use Blogs in ESL Learning?<br><i>Zurainee Ariffin</i>                                | Interaction between Teachers and Students in Cambodian EFL Classrooms: A Case Study of Peer-Teaching Observation<br><i>LAY Phallin</i>                              | Teaching the taboo: Is it worth spending classroom time on prepositions?<br><i>Gareth Morgan</i>   | Pre-service English teachers' perceptions on microteaching in Korea: A Preliminary Study<br><i>Mae-Ran PARK</i>   |
|   |  | <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>  | <b>Room 14</b>   | <b>Room 15</b>  |
|   | English Language Vitality In Malaysia: An Early Construction Among Primary School Learners<br><i>How Soo Ying Chan Swee Heng<br/>Ain Nadzimah Abdullah</i> | Situating English Language Teaching in Indonesia (ELT) within Critical, Global Dialogue of Theories<br><i>Ribut Wahyudi</i> | Persuasive-Fun Activities For The Reluctant Readers Of Literary Texts (Novel)<br><i>Hajah Normala Binti Haji Yusoff</i>   | The role of task motivation and task complexity in written language production<br><i>Umi Kalsom Masrom<br/>Nik Aloesnita Nik Mohd Alwi<br/>Nor Shidrah Mat Daud</i> | A Triangular Study of Characteristics of Autonomy among Iranian Good Language Learners<br><i>Mojdeh Mellati</i>  |   |
| <b>8:35 - 9:05</b><br><b>Parallel 2</b> |  | <b>Room 1</b>   | <b>Room 2</b>   | <b>Room 3</b>   | <b>Room 4</b>  | <b>Room 5</b>   |
|   |  | Anxiety-Provoking Contexts in Second Language Learning: Learners' Perspectives<br><i>Adi Afzal Ahmad</i>                    | CBI Method: An English Teaching Approach to Enhancing Student Interaction At a Vocational University in Indonesia<br><i>Nurmala Elmin Simbolon</i>                                | All the rage: Critical reading and critical thinking courses. Do they work?<br><i>Sujatha Menon</i>   | English Language Writing Anxiety among Final Year Engineering Undergraduates in Universiti Putra Malaysia (UPM)<br><i>Nurhazlini Rahmat<br/>Lau Sing Min</i> | A study of Sinhalizations in Sinhala-English mixed discourse<br><i>Chamindi Dilkushi<br/>Senaratne Wettewe</i>  |
|   |  | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>   | <b>Room 9</b>  | <b>Room 10</b>  |
|   |  | Issues and Challenges of Teaching Grammar in a Public University, Malaysia<br><i>Yah Awg Nik Thana Abdullah</i>             | The influence of L1(Tamil) in the writing of Malay Language<br><i>Mahendran Maniam</i>  | A Picture Tells A Thousand Words<br><i>Ainan Binti Sulaiman</i>   | Comparing Writing Strategies across Disciplines: A Case Study of Three Undergraduates<br><i>Noor Hanim Rahmat</i>  | The Use of Fillers and Hesitation Devices as Communication Strategies among Malaysian Language Learners<br><i>Siti Mariam binti Mohammad Iliyas</i>   |
|   | <b>Room 11</b>   | <b>Room 12</b>  | <b>Room 13</b>  | <b>Room 14</b>  | <b>Room 15</b>   |   |
|   | WordList: What can language teachers offer to engineering students?<br><i>Zuraina Ali</i>  | Indonesian EFL Learners' Self-Regulation of Motivation<br><i>Concilianus Laos Mbato</i>                                     | Receiving or Earning? Building a Skills Account in Language Learning<br><i>Osman Mahgoub Sayed Ahmed</i>  | The Interaction of Language Learning Strategies and foreign language Anxiety among high school students<br><i>Abdul Khaliq Samina Sarwat<br/>Bushra Shoukat</i>     | Innovation in English language teaching: Researching teacher change and professional practice<br><i>Lillian L.C. Wong</i>                                    |   |

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| <b>9:10 - 10:10</b><br><b>Parallel 3</b> | <b>Room 1</b>   | <b>Room 2</b>   | <b>Room 3</b>   | <b>Room 4</b>  | <b>Room 5</b>   |  |
|  |   | <p>“Oh No! Where did they go?”:<br/>Humour and resolution in children’s stories<br/><i>Mark Carthew (W)</i></p>   | <p>Textbooks and the promise of technology, how it was from the 1970s and looking at ELT books from earlier times, with special reference to Malaysia<br/><i>John Nicholson (F)</i></p> | <p>Preparedness of Online Learning among First Year University Students<br/><i>Noorizah Mohd Noor</i><br/><i>Nor Fariza Mohd Nor</i><br/><i>Afendi Hamat</i></p>   | <p>Generic structure and linguistic features of results and discussion section of research articles in Civil Engineering<br/><i>Yee Chiew Ling @ Vivian</i></p>   |  |
|  |   |   |   | <p>Comparison of ESL Writing Strategies among undergraduates and Post graduates<br/><i>Nursuhaila bte Ibrahim</i><br/><i>Noor Hanim Rahmat</i><br/><i>Azizah Daut</i></p>  | <p>The Correlation among Self-Confidence, Self-Esteem, and Speaking Performance of the English Teacher Training Students of Sriwijaya University<br/><i>Ida Rosmalina</i><br/><i>Ria Amrina Rosyada</i><br/><i>Erlina Hamid</i></p> |  |
|  | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>   | <b>Room 9</b>  | <b>Room 10</b>  |  |
|  | <p>Using Games in the Classroom<br/><i>Dawn Rogier (W)</i></p>  | <p>An Analysis of the Strategies Used in Translating Place-Names and Proper Names in the Thai Comedy Movie ‘Hello Stranger’<br/><i>Ms Krittaya Ngampradit</i></p> | <p>An A-Z of Creative Writing<br/><i>Alan Maley (W)</i></p>   | <p>The Use of Movies for Oral Commentary in the ESL Classroom<br/><i>Norhartini Binti Aripin</i><br/><i>Nurul Nadiah Rasdi</i><br/><i>Noor Hanim Rahmat</i></p>  | <p>Students’ Preference Of Corrective Feedback<br/><i>Maisarah Binti Noorezam</i></p>   |  |
|  |   | <p>Thai Pre-Service Teachers’ Beliefs about the Learner-Centred Approach and Their Classroom Practices<br/><i>Darett Naruemon</i></p>                             |   | <p>A Study On Language Learning Strategies, College Self-Efficacy And Academic Achievement Among Private University Students In Malaysia<br/><i>Kayatri a/p Vasu</i><br/><i>Amalina bt Ismail</i><br/><i>Chai Hui Ling</i></p>             | <p>Integrating facilitative learning features in iREAD UKM: A conceptual framework<br/><i>Nor Fariza Mohd Nor</i><br/><i>Afendi Hamat</i><br/><i>Hazita Azman</i></p>   |  |
|  | <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>  | <b>Room 14</b>   | <b>Room 15</b>  |  |
|  | <p>Writing-reading relationships: Effectiveness of writing activities as pre-reading tasks to enhance L2 inferential reading comprehension<br/><i>Thilina Indrajie Wickramaarachchi</i></p> | <p>Low proficient peers as expert tutors. A study on its effectiveness on second language learning<br/><i>Jamilah Abdul Manan</i></p>                             | <p>Developing ESL Learners' Writing Skills Through The Process Approach<br/><i>Adebiyi Clinton Oluseye</i></p>  | <p>Learning for the future: Rethinking SLA programme evaluation<br/><i>Katrien Van der Poorten</i><br/><i>Rebecca Elizabeth Piper</i></p>  | <p>Corpus-based approach to genre: Towards a genre-driven syllabus in ESL classrooms<br/><i>Siti Zaidah binti Zainuddin</i><br/><i>Azlin Zaiti binti Zainal</i></p>   |  |
|  | <p>Citation in Vietnamese TESOL: An analysis of the whole Master’s thesis<br/><i>Nguyễn Thị Thúy Loan</i><br/><i>Issra Pramoolsook</i></p>  | <p>Enhancing Learning Motivation And Language Skills Of The Eight Graders Through Integrative Dictogloss<br/><i>Ida Rosmalina</i></p>                             | <p>Catering to Multiple Audiences: Language Diversity vs Chinese Exclusiveness in Singapore’s Chinatown Food Stall Displays<br/><i>Ong Teresa</i><br/><i>Selim Ben Said</i></p>         | <p>Developing English as First Language proficiency in Malaysian Secondary English as Second Language Students: A Case Study<br/><i>Diana Theresa Otigil</i><br/><i>Zatil Aqmar bt Mohd Basari</i><br/><i>Murnihayati bt Nek Kamal</i></p> | <p>E-Learning Implementation among Teachers in Malaysian Primary Schools: Views and Experiences from FROG VLEs’ Coordinators<br/><i>Baratithasan Narayanasamy</i><br/><i>Cheok Mei Lick</i></p>                                     |  |
|  | <b>10:10 - 10:20</b>  | <b>Coffee Break</b>   |   |  |   |  |
|  | <b>10:20 - 11:10</b>  | <b>Plenary One: A Life Of Crime</b><br><i>Shamini Flint</i>   |   |  |   |  |
|  | <b>11: 10 - 13:00</b>   | <b>Opening Ceremony</b>   |   |  |   |  |
|  | <b>13:00 - 14:00</b>  | <b>Lunch</b>  |   |  |   |  |

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| 14:00 - 15:00   | <b>Plenary Two: Where research meets practice: Interaction in the classroom--who benefits and why?</b><br><i>Susan Gass</i> |  |   |   |  |
| <b>15:10 - 16:10</b><br><b>Parallel 4</b>                                       | <b>Room 1</b>   | <b>Room 2</b>  | <b>Room 3</b>   | <b>Room 4</b>   | <b>Room 5</b>  |
|   | Does Local Context Matter: Writing For Asian Children<br><i>Shamini Flint (W)</i>   | Language Vitality Indicators: Sustainability of Languages among Malaysians<br><br><i>Ain Nadzimah Abdullah (F)</i>   | <i>Researching classroom practice; enhancing personal knowledge</i><br><i>B. Kumaravadevelu (W)</i>   | From product-based analysis to English for Journalism<br><i>Johnson Agwu Kalu</i>   | From Bricks To Monuments, From Words To Sentences And Beyond<br><i>Vernon Daim</i><br><i>Siti Nurqanitah Ja'afar</i>   |
|   |   |  |   | Teacher Observations: Perceptions & Opinions<br><i>Dilini Chamali Walisundara</i>   | International Students' Feedback on the Role of University as Provider of First-Class Higher Education<br><i>Manjet Kaur Mehar Singh</i>   |
|   | <b>Room 6</b>   | <b>Room 7</b>  | <b>Room 8</b>   | <b>Room 9</b>   | <b>Room 10</b>   |
|   | Humanising Coursebook Dialogues<br><i>Ivor Timmis (W)</i>   | The Relationship Between Anxiety And Test-Taking<br><i>Armin Moalla</i><br><i>Mozhgan Azimi</i>  | ESL Students attitudes towards Genre- based approach in teaching Email writing<br><i>Sedigheh shakib Kotamjani</i>                                  | Development of Technical Engineering Vocabulary Assessment<br><i>Ng Yu Jin</i><br><i>Chong Seng Tong</i><br><i>Mohd Ariff Ahmad Tarmizi</i>             | Developing critical perspectives in reading by moving students from passive recipients to active, thoughtful individuals<br><i>Radha M K Nambiar</i><br><i>Noraini Ibrahim</i><br><i>Khazriyati Sallehudin</i> |
|   |   | Teaching Reading through Shared Reading Method<br><i>Erlina</i>  | Mutual Intelligibility and Its Implications: A Study based on English Used in selected Sri Lankan Universities<br><i>Dilini Chamali Walisundara</i> | Linguocultural teaching in the Malaysian English language classroom<br><i>Haja Mohideen Bin Mohamed Ali</i>   | Using Unscripted Role Play to Promote Thai EFL University Students' Speaking Ability on Tourism and Self-efficacy<br><i>Nawamin Prachanant</i>   |
| <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>  | <b>Room 15</b>  |  |
| Teachers' Sensitivity For Better Teaching Quality<br><i>Slamet Setiawan (F)</i> | <i>Getting it Right in English Writing</i><br><i>Rodney Martin (W)</i>  | The use of e-learning to improve pronunciation ability through phonetic symbols by Nakhon Ratchasima Rajabhat University first-year students<br><i>Jittipong Meemangkang</i><br>An Analysis of Thai Undergraduate Students' Speaking Skill through Social Mobile Phone App<br><i>Waewalee Waewchimplee</i> | Improving the motivation to learn English of low proficiency students in the Thai tertiary context<br><i>Nitchaya Boonma</i>                        | ESL Students' Perceptions of Using Higher Order Thinking Skills (HOTS) in a Writing Classroom<br><i>Malini A/P N.G. Ganapathy</i><br><i>Sarjit Kaur</i> |  |
|   |   |  | Drink the tea. Lessons learned on the mentoring journey<br><i>Jenna Murray</i>  | Omg (Oh My Grade)! Social Networking Sites Ruin My Academic Grades?<br><i>Shakiratul Hanany binti Abd Rahman</i><br><i>Jeannet Stephen</i>              |  |
| 16:15 - 17:15   | <b>Plenary Three: Writing and Performing Jazz Chants</b><br><i>Carolyn Graham</i>   |  |   |   |  |
| 17:15 - 17:30   | Coffee  |  |   |   |  |
| 17:30-18:30   | Emily of Emerald Hill by Stella Kon<br>"An Evening of Scenes"<br><i>Pearly Chua</i>   |  |   |   |  |

Advanced Booking Required.

F= Featured Speaker

W= Workshop

**DAY 2 - SUNDAY, SEPTEMBER 14, 2014**

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| <b>8:00 - 8:30<br/>Parallel 5</b>  | <b>Room 1</b>   | <b>Room 2</b>  | <b>Room 3</b>   | <b>Room 4</b>  | <b>Room 5</b>  |
|  | Types of errors in the written composition of Korean university students in Manila: An exploratory study<br><i>Selwyn Cruz<br/>Roger Bingculado</i>                                       | Teachers And Web 2.0 Tools: A Preliminary Study On Their Usage In Teaching English<br><i>Natalie Ann Gregory<br/>Anna Lynn Abu Bakar<br/>Chelster Sherralyn Jeoffrey Pudin</i> | Factors influencing the design of an online platform for collaborative learning<br><i>Ravichandran Vengadasamy<br/><br/>Nor Fariza Mohd Nor<br/>Noorizah Mohd. Noor</i> | Foreign Language Classroom Anxiety Among China Chinese Students Undergoing The Laureate English Programme in INTI International University, Malaysia<br><i>Meghavaani d/o Ampalagan<br/>Mogana d/o Sellupillai<br/>Yap Sze Sze</i> | The adoption of Web 2.0 tools in Higher Education Institutions (HEIs) by English Language Instructors (ELI) in Sabah, Malaysia<br><i>Anna Lynn Abu Bakar Chelster Sherralyn Jeoffrey Pudin<br/>Natalie Ann Gregory</i> |
|  | <b>Room 6</b>   | <b>Room 7</b>  | <b>Room 8</b>   | <b>Room 9</b>  | <b>Room 10</b>   |
|  | Re-reading Canonical Literature Using Visual Texts<br><i>Shahizah Ismail Hamdan</i>   | Developing and Testing the Effectiveness of Song, Show and Tell and Spelling Model as a Tool for Enriching Children's Vocabulary<br><i>Siti Bahirah Saidi</i>                  | The use of hedges by Japanese learners in polite disagreement<br><i>Yukako Nozawa</i>   | Learner Individual Differences: Language Beliefs<br><i>Aiza Johari<br/>Siti Huzaimah Sahari<br/>Affidah Morni</i>  | Statistical skills in ESL research<br><i>Vahid Nimehchisalem</i>   |
|  | <b>Room 11</b>  | <b>Room 12</b>   | <b>Room 13</b>  | <b>Room 14</b>   | <b>Room 15</b>   |
| Taken For A Ride: Students' Coping Strategies For Free-Riding In Group Work<br><i>Priscilla Shak</i> | From Pedagogy To Andragogy: A Paradigm Shift In Teaching English As A Second Language<br><i>Rashidah Binti Rahamat<br/>Sharmini A/P Siva Vikaraman<br/>Hardeep Kaur A/P Darshan Singh</i> | Implementing a Blended English Course to Improve Lecturers' English Language Proficiency: Problems and Solutions<br><i>Sisilia Setiawati Halimi</i>                            | Teacher Burnout - A self-reflection<br><i>Josephine Lourdunathan</i>  | Lecturers and the language used in Information Technology lectures<br><i>Aminah Hj Salim<br/>Wong Bee Eng</i>  |  |
| <b>8:35 - 9:05<br/>Parallel 6</b>  | <b>Room 1</b>   | <b>Room 2</b>  | <b>Room 3</b>   | <b>Room 4</b>  | <b>Room 5</b>  |
|  | Pre-University Students' Strategies In Revising Esl Writings Using Teacher's Written Corrective Feedback<br><i>Khairil Azwar Bin Razali</i>   | Language Learning Strategy Use among Iranian EFL Learners' along Gender, Further Education in Language Institutes & Different Proficiency Levels<br><i>Naemeh Nahavandi</i>    | Burnout among College Lecturers<br><i>Saabdev Kumar Sabapathy</i>   | Linguistic Forms in Query Preparatory Strategy in Request Modifications among ESL Learners of Different English Language Proficiency Levels<br><i>Taw Ly Wen<br/>Chan Swee Heng<br/>Shameem Rafik-Galea</i>                        | Critical Evaluation of the article by Paran (State-of-the-Art-Article) in relation to Literature and Language Teaching in Malaysia<br><i>Kamsilawati Kamlun</i>  |
|  | <b>Room 6</b>   | <b>Room 7</b>  | <b>Room 8</b>   | <b>Room 9</b>  | <b>Room 10</b>   |
|  | Students' Perceptions toward Using Classroom Debate for Developing Critical Thinking and Oral Communication Ability<br><i>Pezhman Zare<br/>Moomala Othman</i>                             | The effects of implicit and explicit oral corrective feedback on the learning of Grammar in ESL context<br><i>Anwar Zakaria</i>  | A model for the Nine-Teacher Strategies: Facilitating student discussion<br><i>Aida Azlina Mohd Bee</i>   | Reap Strategy: An Intervention In Developing Tertiary Level Esl Students As Critical Readers<br><i>Azizah binti Ya'acob<br/>Raja Hanani Binti Raja<br/>Mushahar</i>  | Predictors of e-learning satisfaction in teaching and learning for teachers in Malaysian secondary schools<br><i>Cheok Mei Lick<br/>Wong Su Luan</i>   |
|  | <b>Room 11</b>  | <b>Room 12</b>   | <b>Room 13</b>  | <b>Room 14</b>   | <b>Room 15</b>   |
| An Analysis Of Hedging Devices In Complaint Business Letters<br><i>Hooi Chee Mei</i>                 | The Investigation of using children's picture books to explicitly teach reading comprehension strategies in EFL Classrooms<br><i>Al Tiyb Al Khaiyali<br/>Othman Zakaria Barnawi</i>       | Material Adaptation Practices Among Trainee Teachers Of Institute Of Teacher Education, Technical Education Campus, Bandar Enstek, Negeri Sembilan<br><i>Yong Lee Choo</i>     | The Effect of Reading into Writing on EFL Students' Composition Enhancement<br>Hadis Habibi<br>Manvender Kaur a/p Sarjit Singh  | The nature of code switching in ESL Malaysian classrooms<br><i>Goh Mun Ting<br/>Nooreiny Maarof</i>  |  |

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|--|---|--|--|---|---|
| <b>9:10- 9:40</b><br><b>Paralel 7</b>    | <b>Room 1</b>   | <b>Room 2</b>  | <b>Room 3</b>  | <b>Room 4</b>   | <b>Room 5</b>   |
|  | Representing a Social Actor in Political Discourse: Representing Action of the First Female Prime Minister of Thailand in Press<br><i>Lanchukorn Sriwimon<br/>Pattamawan Jimarkon</i> | The Teaching of English Language at Agama Rakyat Schools (SAR) in Perak<br><i>Nurulhayati Ilias<br/>Airil Haimi bin Mohd Adnan</i>   | Plagiarism among Asian pre-university students<br><br><i>Nader Zarza<br/>Moses Samuel</i>  | What happens when teachers show interest in Learner Investment<br><i>Jayakaran Mukundan</i>   | Recurrent expressions and moves in research article conclusions written by native and non-native authors<br><i>Hadi Kashiha<br/>Chan Swee Heng</i>  |
|  | <b>Room 6</b>   | <b>Room 7</b>  | <b>Room 8</b>  | <b>Room 9</b>   | <b>Room 10</b>  |
|  | MTVs to Essays : A Possible Approach to Teach Narrative Writing in the L2 Secondary Classrooms<br><i>Mohana Ram Murugiah</i>  | Using Symbolic Interactionism to investigate teacher's professional identity<br><i>Jariya Sudtho<br/>Wareesiri Singhasiri<br/>Pattamawan Jimarkon</i>  | Comparing the "Presentation of the Research Work" between the Highly Cited and Zero Cited Computer Science Research Articles Introductions<br><i>Ina suryani      Aizan Yaacob<br/>Noor Hashima</i>  | Comparing the Impact of Teacher Training on Student's Test-Scores in an ESL classroom: A Quasi Experimental Study<br><i>Javaria Fauzan<br/>Umi Kalthom Abdul Manaf</i>                              | Enhancing Oral Presentation Skills in Malaysian Higher Education: An Action Research Initiative<br><i>Lee Sze Seau<br/>Hazita Azman<br/>Noorizah Mohd Noor</i>  |
|  | <b>Room 11</b>  | <b>Room 12</b>   | <b>Room 13</b>   | <b>Room 14</b>  | <b>Room 15</b>  |
|  | Running With The Teacher Trainee: Real Time Pragmatizing Of Practice Teaching<br><i>Revathi Srinivas<br/>M E Veda Sharan</i>  | Investigating ESL collocational competence of university students<br><i>Arifuddin Bin Abdullah<br/>Rozina Binti Abdul Ghani</i>  | Students' Perceived Test Difficulty, Perceived Performance and Actual Performance of Oral Tests<br><i>Chang Siew Lee</i>   | Lessons from Literature: Blending Academic Perspective with Management Practices<br><i>Surbhi Kapur<br/>Pooja Mohanty</i>   | Lessons from experience: Instructional Materials in Teaching English for Secondary Learners<br><i>Intan Safinas Mohd Ariff Albakri<br/>Noriah Ismail</i>  |
| <b>9:40 -10:00</b> <b>Coffee Break</b>   |   |  |  |   |   |
| <b>10:00 - 11:00</b><br><b>Paralel 8</b> | <b>Room 1</b>   | <b>Room 2</b>  | <b>Room 3</b>  | <b>Room 4</b>   | <b>Room 5</b>   |
|  | Apps in language teaching and learning<br><i>Pete Sharma (W)</i>  | Feedback to L2 writers: What, how and why bother?<br><i>Ken Hyland (W)</i>   | The effects of differing densities of glossing on vocabulary uptake and reading comprehension<br><i>Elvenna Majuddin</i><br>-----<br>Enhancing Students' Academic Writing through Peer Comments in Facebook<br><i>Rita Inderawati<br/>Bella Bretta Putri RudyFitri<br/>Suci Puspita Sari</i> | Peer learning in Malaysian primary schools<br><i>Samantha Richards</i><br>-----<br>The Effect of Diary Writing on Writing Autonomy of Iranian EFL Learners<br><i>Reza Vaseghi<br/>Hanie Hashemi</i> | "I Learn English, But I Cannot Speak It" – Exploring Turkish Students Motivation And Attitude In Learning English<br><i>Zarinah Jan Binti Yusof Khan</i><br>-----<br>A Comparative Analysis of Secondary Schools in the Implementation of School-Based Assessment<br><i>Aidarwati M. Baidzawi</i> |
|  | <b>Room 6</b>   | <b>Room 7</b>  | <b>Room 8</b>  | <b>Room 9</b>   | <b>Room 10</b>  |
|  | Pro-ELT a Blended Approach<br><i>Mohammad Reza Eshtehardi</i>   | Infusion of Habits of Mind in the Lesson Plan<br><i>Umi Kalthom Abdul Manaf<br/>Aniza Masbah</i><br>-----<br>Tackling Malaysian Students' Challenges in Writing with Six Steps<br><i>Erma Mustapha</i> | Learning to Write through Textbooks?<br><i>Hossein Saadabadi M.</i><br>-----<br>Mallam<br><i>Abubakar Mohammed Sani</i>  | Redefining Idiomaticity and Intercultural Communication: New Developments, Interfaces, and Applications<br><i>John I. Liontas(F)</i>  | English language Development Project for Lecturers and Support Staff of Nakhon Ratchasima Rajabhat University in Thailand<br><i>Piyachat Dhephasadin Na Ayudhaya (F)</i>  |
|  | <b>Room 11</b>  | <b>Room 12</b>   | <b>Room 13</b>   | <b>Room 14</b>  | <b>Room 15</b>  |
|  | Under the Spell of English Spelling<br><i>Rodney Martin (W)</i>   | Pitching it right! Planning a webinar course to enhance professional communication<br><i>Suchada Nimmannit (F)</i>   | Speech & Drama<br><i>Pearlly Chua (F)</i>  | A Case Study on Malaysian Secondary School Teachers' English Language Writing Instruction: Beliefs, Preparations, and Practices<br><i>Abu Bakar Mohamed Razali (F)</i>                              | Socratic Questioning in the Classroom<br><i>Husniah Sahamid (F)</i>   |

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| 11:05 - 12:05  | <b>Plenary Four: Enabling Classroom Inquiry; Ensuring Teacher Knowledge</b><br><i>B. Kumaravadivelu</i>                  |  |  |  |   |
| 12: 10 - 13:10   | <b>Plenary Five: The Lost People of Amazon</b><br><i>Colin Cotterill</i>   |  |  |  |   |
| 13:10 - 14:10  | <b>Lunch</b>   |  |  |  |   |
| 14:15 - 15:15  | <b>Plenary Six: The Singlish Controversy: Language, Culture and Identity in a Globalizing World</b><br><i>Lionel Wee</i> |  |  |  |   |
| 15:25- 16:25<br>Parallel 9   | <b>Room 1</b>  | <b>Room 2</b>  | <b>Room 3</b>  | <b>Room 4</b>  | <b>Room 5</b>   |
|  | The Power Of Music And Poetry In The Language Classroom<br><br><i>Carolyn Graham (W)</i>                                 | Corrective Feedback<br><i>Susan Gass (W)</i>   | An Analysis on a Mandatory ELT Textbook in the Context of Indonesian New Curriculum Implementation<br><i>Ikhsanudin (F)</i>  | The Cognitive Load Framework for Use in Pedagogic Corpus Studies<br><i>Abdolvahed Zarifi (F)</i>   | Incorporating TM-like Activity in Developing Confidence and Oral Communication Skills<br><i>Umi Kalthom Abdul Manaf (F)</i>                           |
|  | <b>Room 6</b>  | <b>Room 7</b>  | <b>Room 8</b>  | <b>Room 9</b>  | <b>Room 10</b>  |
|  | Humanising coursebook dialogues<br><i>Ivor Timmis (F)</i>  | Indonesian English: Analysis On The Writing Of EFL Teachers In West Kalimantan<br><i>Sudarsono</i>   | Lower Proficiency Students' Perceptions on the Effectiveness of Listening Lesson in Malaysian Context<br><i>Nur Aziela Aidit</i>   | What are the needs to implement learning successfully for pupils and teachers?<br><i>Nurietta Abdul Jabbar<br/>Jasmone Frans</i>                           | Blended Learning in Second Language Acquisition<br><i>Saeideh Bolandifar<br/>Nooreen Noordin</i>  |
|  |  | The Effect of Setting Time on Reading Comprehension of Reading Proficiency among Iranian EFL Learners<br><i>Parastoo Babashamsi Sedighe Shakib</i> | Adapting English Teaching to Engage Malaysian Male Learners<br><i>Andrew Nicholas Williams<br/>Kavarljit Kaur Gill</i>   | Developing Weak ESL Learners' Confidence to Write Compositions through Task-Based Language Teaching Strategy: 'MyMy-Q'<br><i>Zanurin Bin Mohamad Safar</i> | Investigate the use of Problem-based Learning through Morality Studies to Develop Speaking Ability of Grade 8 Students<br><i>Nongnut Phohsungnoen</i> |
|  | <b>Room 11</b>   | <b>Room 12</b>   | <b>Room 13</b>   | <b>Room 14</b>   | <b>Room 15</b>  |
| Practical Grammatical English<br><i>Rodney Martin (W)</i>  | Flavours, Insights, Tales and Secrets : Writing from a Multicultural Heritage<br><i>Lee Su Kim(F)</i>                    | The moral dimensions of ELT: Examining a moral issue in language and education in a plural society<br><i>Nur Surayyah Madhubala<br/>Abdullah</i>   | Metadiscourse Feature for an Effective Teaching and Learning Process in ESL Classroom<br><i>Nur Aqilah Binti Norwahi</i>   | Elementary, my dear Watson": How to detect clues to deconstruct texts and non-texts in the Information Age<br><i>Lee Gek Ling<br/>Tan Su Hwi</i>           |   |
|  |  | Designing Reading Comprehension Materials for Cookery Program of Vocational High School through ADDIE Model<br><i>Eka Fajar Rahmani</i>            | The Impact of Concept Checking and Use Questions while Teaching Vocabulary on the EFL Learners' Lexical Retention and Accuracy<br><i>Ali Hamed Barghi<br/>Fateme Zonouni Vahed</i> | Learning English grammar through learning concepts – A Concept Based Instruction approach<br><i>Haliza Harun Norhaili Massari<br/>Fariza Puteh Behak</i>   |   |
| 16:30- 17:00<br>Parallel 10  | <b>Room 1</b>  | <b>Room 2</b>  | <b>Room 3</b>  | <b>Room 4</b>  | <b>Room 5</b>   |
|  | Schema Theory And The Teaching Of Reading In An ESL Learning Environment<br><i>Olaseinde, Johnson Adebunmi</i>           | Is forgiveness possible in the new South Africa? A reading of J.M Coetzee's Disgrace<br><i>Hardev Kaur Jujar Singh</i>                             | Genre-based and Process-based Approaches to Teaching News Article: A Comparative Study<br><i>Jeneifer C. Nueva</i>   | Learning By Design: Students As Infographic Designers In Learning Literature Component<br><i>Jenna Tan Ying Min</i>  | An Alternative Approach to Aid teachers in teaching Composition Writing<br><i>Zakiah bte Jaafar</i>   |
|  | <b>Room 6</b>  | <b>Room 7</b>  | <b>Room 8</b>  | <b>Room 9</b>  | <b>Room 10</b>  |
| Acceptance on the Integration of Media in Literature classroom: A case study<br><i>Liyana Binti Ahmad Afip</i> | Unga (United Nations General Assembly): Differentiation In Action<br><i>Annies Yus Umaimah Yusof</i>                     | Reducing Foreign Language Anxiety of Iranian EFL Students in an ESP Course<br><i>Mojdeh Mellati</i>  |  |  |   |
| 17:00  | <b>Coffee Break</b>  |  |  |  |   |

F= Featured Sneaker

W= Workshon

**DAY 3 - MONDAY, SEPTEMBER 15, 2014**

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|--|---|---|--|--|--|
| <b>8:00 - 8:30<br/>Parallel 11</b>   | <b>Room 1</b>   | <b>Room 2</b>   | <b>Room 3</b>  | <b>Room 4</b>  | <b>Room 5</b>  |
|  | Young Adult Literature in the Malaysian Secondary School<br><i>Mallika Vasugi Govindarajoo</i>  | Effect of orthography on the production and perception of non-native consonant clusters by L1 Persian speakers<br><i>Parisa Karimi-Bavandpour<br/>Yap Ngee Thai Chan Mei Yuit</i>                                     | Researching Aptitude in a Process-based Approach to Foreign Language Writing Instruction<br><i>Abbas Zare-ee<br/>Fatemeh Mahdavi</i>   | Key vocabulary learning strategies in ESP and GPE course books: a case of medicine and para-medicine in Iran<br><i>Zahra Akbari</i>  | The Effect of the Reader's Background on Reading Comprehension Performance<br><i>Bushra Saadoon Mohammed Al-Noori</i>  |
|  | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>  | <b>Room 9</b>  | <b>Room 10</b>   |
|  | Video Resume Project in the English for Occupational Purposes (EOP) classroom: Promoting Learner Autonomy in Developing Communication Skills<br><i>Maryam Mohamed Amin<br/>Rozmel Abdul Latiff<br/>Roselind</i> | Positionings of Self and Others as Factors for the Teaching of Intercultural Communicative Competence in the English Language Classroom<br><i>Daron Benjamin Loo<br/>Pattawan Jimarkon<br/>Wannapa Trakulkasemsuk</i> | Enhancement of University Undergraduates' English as a Second Language (ESL) Speaking Skills through Facebook-assisted Instruction programme<br><i>Mohammad Mohammadipour<br/>Sabariah Md Rashid</i> | The Application of Cultural Model for Literacy through Legends to Enhance Speaking Ability of Second Semester English Students of Sriwijaya University<br><i>Fitri Suci Puspita Sari<br/>Rita Inderawati<br/>Zuraida</i> | Designing Multimedia Task-Based Language Teaching Materials for Students of Nutrition Department at Poltekkes Kemenkes Pontianak<br><i>Mita Nur Aflah</i>    |
|  | <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>   | <b>Room 15</b>   |
| Content literacy instructional strategy as determinant of pre-service teachers' achievement in reading comprehension<br>Smart Odunayo Olugbeko<br><i>Patrick Aliu Akinmusire</i> | Benchmarking in TESOL: Malaysia Education Blueprint (2013) and Curriculum for Teachers<br><i>Arif Jawaid</i>  | Children Literature: A Potent Tool In The Hands Of Absentee Parent(S)<br><br><i>Iyabode Omolara Akewo<br/>Daniel</i>  | Written Task Performance: An Investigation of Task Type and Planning Type<br><i>Hamid Reza Kargozari<br/>Maryam Azarmoosh Mitra<br/>Zeraatpishe</i>  | English and Non English major Teachers' Assessment of Oral Proficiency: A case of Iranian Adult EFL Learners<br><i>Hooshang Khoshsima</i>  |  |
| <b>8:35 - 9:05<br/>Parallel 12</b>   | <b>Room 1</b>   | <b>Room 2</b>   | <b>Room 3</b>  | <b>Room 4</b>  | <b>Room 5</b>  |
|  | Uncovering Undergraduate English-as-a-Foreign-Language Learners' Perceptions of Reticence<br><i>Abbas Zare-ee<br/>Maryam Shirvanizadeh</i>  | A cross-disciplinary study of discourse functions of context frame markers in result and discussion section of research article<br><i>Seyed Foad Ebrahimi<br/>Chan Swee Heng Helen Tan</i>                            | The Collocation Competence of the EFL Learners in Faculties of Education, Sana'a University and its Relationship to their English Language Proficiency<br><i>Nadhim Aldubai</i>                      | A Study of Iranian University EFL Teachers' Cognitions Concerning the Integration of Grammar into the Teaching of Reading Skill<br><i>Mohamdreza Jafary<br/>Zahra Ahmadi</i>   | Motivational Dynamics: The Case of Iranian EFL Learners' Motivation<br><i>Maryam Azarmoosh<br/>Hamid Reza Kargozari<br/>Akram Faravani</i>                   |
|  | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>  | <b>Room 9</b>  | <b>Room 10</b>   |
|  | The role of instructor in grammar teaching among Iranian EFL Learners with diverse Intelligence Levels<br><i>Parivash BIBORDIANI</i>  | Malaysian Year 5, Form 1 and Form 4 ESL Learners' Use of the Progressives<br><i>Ithamanggai Narinasamy</i>  | Explicit Content Advisory : Teaching the concept of Paradox to 13 year-old Malaysian ESL Students<br><i>Mohd Afzal Zainal Alam</i>   | Overt Teaching for One Semester<br><i>Ong Elly</i>   | A technology based Responsive Pedagogy for the Indigenous Children: Implications for teachers' instruction<br><i>Vanitha A/P Thanabalan<br/>Khairul Aini</i> |
|  | <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>   | <b>Room 15</b>   |
| The Effect of Phonetic Transcription on Undergraduate EFL Students' Word Stress Learning<br><i>Mohammad Reza Ghorbani</i>  | Sexist Language in UiTM Students' Writings<br><i>Nur Asyikeen binti Kamarudin</i>   | Revisiting the use of online-based activities in ESL Classrooms<br><i>Noridah Binti Sain</i>  | Teaching Dystopian Fiction to University Students<br><i>Ruzbeh Babae<br/>Wan Roselezam Wan Yahya<br/>Siamak Babae</i>  | Pros and cons of using computer in English language learning<br><i>Akram Kazemi</i>  |  |

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|---|--|---|--|---|---|
| 9:10 - 9:40<br>Parallel 13                                      | <b>Room 1</b>  | <b>Room 2</b>   | <b>Room 3</b>  | <b>Room 4</b>   | <b>Room 5</b>   |
|   | Effects of Teaching Thai Culture in English through Concept Mapping Technique on Learning Achievement of Nakhon Ratchasima Rajabhat University Students<br><i>Thanachart Lornklang</i> | Harnessing the Potential of Children's Natural Second Language Acquisition Abilities by Providing Stimulating Environments and Passionate Educators<br><i>Kathy Roots</i>     | Literature and Listening<br><i>Roslina Mohd Jani</i><br><i>Kuldip Kaur</i><br><i>Angeline Vijayarajoo</i>                    | "She is Too Touchy-Feely and He's a Loser". Interpreting Character and Plot through Gestural Mode in a TVC<br><i>Melissa Shamini Periasamy</i>                    | The Form, Meaning and Use Convention of Future Expression<br><i>Fadia Rashaah Mohammed</i>  |
|   | <b>Room 6</b>  | <b>Room 7</b>   | <b>Room 8</b>  | <b>Room 9</b>   | <b>Room 10</b>  |
|   | The Teaching of the Speaking Skill and the Difficulties Encountered by Secondary School Students in Misurata<br><i>Mohamed Abdalla Elsaghayer</i>                                      | Assessment Literacy: Pre-service Teachers' Competencies in the Assessment of Students<br><i>Niveen R. M. Elshawa</i><br><i>Chan Swee Heng</i><br><i>Ain Nadzimah Abdullah</i> | A listening framework for university lecture introductions<br><i>Salmah Yaakob</i>   | Writing Self-efficacy of ESL University Students<br><i>Saeid Raoofi</i><br><i>Chan Swee Heng</i><br><i>Sabariah Md Rashid</i>                                     | International Students' stories about their linguistic awareness of Malaysian English<br><i>Shadi Khojastehrad</i><br><i>Shameem Rafik-Galea</i>                                  |
|   | <b>Room 11</b>   | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>  | <b>Room 15</b>  |
|   | The Use of Retelling Stories Technique in Developing English Speak Ability of Grade 9 Students<br><i>Sasitorn Praneetponkrang</i>  | Strategies of writing a good abstract<br><i>Thawascha Dechsupha</i>   | Improving the motivation to learn English of low proficiency students in the Thai tertiary context<br><i>Nitchaya Boonma</i> | The Inter-genre Analysis of Abstract and Research Article in Applied Linguistics<br><i>Delaram Khansari</i><br><i>Chan Swee Heng</i>                              | Mentoring - the way forward or just a diversion from the norm<br><i>Michael Hughes</i>  |
| 9:40 -10:00   | Coffee Break   |   |  |   |   |
| 10:00 - 11:00<br>Parallel 14                                    | <b>Room 1</b>  | <b>Room 2</b>   | <b>Room 3</b>  | <b>Room 4</b>   | <b>Room 5</b>   |
|   | <i>Developing Listening and Reading Skills Through UNIK English</i><br><i>A. K. Ng (W)</i>   | Playing with Poetry: No Drama!<br><i>Mark Carthew (W)</i>   | Playfulness in Learning<br><i>Lynn Maslen Kertell (F)</i>  | The Effects of Debate Competition on Critical thinking among Second Language Learners<br><i>Moomala binti Othman (F)</i>  | Why durians are not coconuts: the research / teaching issue revisited<br><i>Alan Maley (F)</i>  |
|   | <b>Room 6</b>  | <b>Room 7</b>   | <b>Room 8</b>  | <b>Room 9</b>   | <b>Room 10</b>  |
|   | Applying Effective Strategies in the Calsroom<br><i>Thilagavathy Navaratnam</i>  | <i>Touch me, Teacher!</i><br><i>Sumila Raman</i>  | Email Writing By Superiors: Insights From Discourse<br><i>Shamala Paramasivam</i>  | The Development of Communicative English Language Abilities of the students who studying in English for Occupational purposes at NRRU<br><i>Varunee Surayotee</i> | The use of alphabetic principles in teaching early reading to preschool children<br><i>Muhaida Akmal binti Mohamad</i><br><i>Shameem Rafik-Galea</i><br><i>Sabariah Md Rashid</i> |
|   | Keeping Track of On-Going Classroom Assessment: A Simple Method for Ensuring Effective School Based Assessment<br><i>Anthony Hurd</i>  | A Multiple Intelligences Approach to Exploring Contemporary Literature Using Practical Digital Tools<br><i>Indraneel Liew</i>   | The Impact of a Facebook group on ESL Students' Grammatical and Writing Competence<br><i>Lim Seng Leong</i>                  | A Blended Instructional Model Development via Weblog to Enhance English Summary Writing Ability of University Students<br><i>Saisunee Termsinsuk</i>              | A Preliminary Study of Remedial Learning Achievement by Using WebQuest-Online Lesson in Learning English Foundation III for Students at NRRU<br><i>Jatupon Phulakor</i>           |
|   | <b>Room 11</b>   | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>  | <b>Room 15</b>  |
| Where do you get your ideas from?<br><i>Colin Cotterill (W)</i> | How can teacher trainers address inequalities in the curriculum and in society? The lessons from the Southeast Europe case<br><i>Aida McLeod</i><br><i>Ian McLeod (W)</i>              | Grabble: Scream And Grab, My Word!<br><i>Mohd Amin Din (F)</i>  | Research meeting practice: Enabling the culture in trainee teachers<br><i>Mogana Dhamotharan (F)</i>                         | Beyond the Classroom<br><i>Jesse Kemp (W)</i>   |   |
| 11:05 - 12:05   | Plenary Seven: Understanding And Teaching Writing: Texts, Writers And Readers<br><i>Ken Hyland</i>   |   |  |   |   |



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|-----------------------------|---|---|--|--|---|
| 12:10 - 13:10               | Plenary Eight: Literacy in the Community ... or Not?<br><i>Mark Carthew</i>   |   |  |  |   |
| 13:10 - 14:10               | Lunch   |   |  |  |   |
| 14:10- 15:10                | Plenary Nine: Mobile Learning: Integrating Smartphones And Tablets Into Language Learning<br><i>Pete Sharma</i>                                       |   |  |  |   |
| 15:20- 16:20<br>Parallel 15 | <b>Room 1</b>   | <b>Room 2</b>   | <b>Room 3</b>  | <b>Room 4</b>  | <b>Room 5</b>   |
|                             | AmericanEnglish.com: A Free Online Resource for Teachers<br><i>Dawn Rogier (F)</i>  | Transfer Phonics Skills to Reading Ability<br><i>A. K. Ng (W)</i>   | Toward Sustainable English Proficiency Development in Teachers and Students<br><i>Unchalee Sermsongswad (F)</i>  | Teaching Methodology - Storytelling in the Classroom<br><i>Ian Russell (W)</i>   | What does my lesson really look like?<br><i>Steve Procter(W)</i>  |
|                             | <b>Room 6</b>   | <b>Room 7</b>   | <b>Room 8</b>  | <b>Room 9</b>  | <b>Room 10</b>  |
|                             | Why is an application of multiple intelligences theory important for language learning and teaching speaking ability?<br><i>Malai Boonma</i>          | Insights into the Internet-Mediated Contextualized English for Domestic Tourism Lessons (InConMedt): a practical guideline<br><i>Malinee Phaiboonmulhikij</i> | Developing EFL Students' Communicative Skills and Collaboration through Dramatic Performance<br><i>Lawarn Sirisrimangkorn</i>  | Discourse Analysis of Beauty Product Advertisements<br><i>Supasinee Nupong</i>   | Enhancing students' awareness of their language learning strategies<br><i>Francis Xavier A.S.Rajoo</i><br><i>Wan Zulkipli Wan Salleh</i>  |
|                             | The development of Learning English Vocabulary about ASEAN for Primary students in Nakhon Ratchasima through ASEAN songs<br><i>Warisara Yangklang</i> | Using Video-Assisted Instruction to Improve Writing Skills of EFL Students<br><i>Sunisa Intachai</i>  | Influence of L1 Phonotactic Constraints on L2 Speech Perception<br><i>Yap Ngee Thai</i>  | "One country, two systems"? -- A Study on Learning Styles of Chinese Mainland students and Macao students<br><i>Xiaoyan Deng</i>   | Do you have to be a native speaker to be a native teacher?<br><i>Marta Paula Hirsch Agnes Pall</i><br><i>Krisztina Mezosi</i>   |
|                             | <b>Room 11</b>  | <b>Room 12</b>  | <b>Room 13</b>   | <b>Room 14</b>   | <b>Room 15</b>  |
|                             | Assessing And Understanding ESL Students Thinking Disposition: The What, Why And How?<br><i>Shameem Rafik-Galea (F)</i>                               | SLAP: A Practical Game for Foundation English Students<br><i>Susan Crosbie (W)</i>  | Collaborative Action Research: The Use of Skype to Improve Students' Participation in Class Discussions in Speaking Class<br><i>Syahdan</i><br><i>Husna Haiaty (W)</i>   | A study of Resultive Discourse Markers in Moves of IELTS Writing Task 2<br><i>Maki Naeimi</i><br><i>Thomas Chow Voon Foo</i>   | Thinking Outside Of The Box: Determining Students' Level Of Critical Thinking In Teaching And Learning<br><i>Ajfah Fadhlullah</i><br><i>Nurbarirah Ahmad</i><br><i>Siti Ajar Hj. Ikhsan</i> |
|                             |   |   | Designing Constructive English Teaching Material through the Problem Based Learning Approach for Upper Intermediate and Advanced Level Students<br><i>Hendriek Hasan</i> | General Service List and Academic Word List Coverage in the Writing of Malaysian ESL Students<br><i>Seyed Ali Rezvani Kalajahi</i><br><i>Maryam Alizadeh</i><br><i>Behnam Kiani Kalajahi</i> |   |
| 16:20                       | Coffee Break  |   |  |  |   |

F= Featured Speaker

W= Workshop

**POSTER PRESENTATIONS**

**DAY 1 - SATURDAY, SEPTEMBER 13, 2014**

**TIME 9:00AM -10AM & 14:00PM - 15:00PM**

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| NORMAZIDAH CHE MUSA<br>WAHIZA WAHI<br>FARIDAH MUSA                 | USING ORAL PROGRESS REPORT TO ENHANCE LEARNING  |
| NORIDAH BINTI SAIN<br>SOFWAH MD. NAWI<br>SUHAILI BINTI MOHD YUSOF  | GRAMMAR MOVEMENT: EXPLORING STRATEGIES FOR ACTIVE LEARNING AMONG ESL UNDERGRADUATES                         |
| PARAMASWARI JAGANATHAN   | FACILITATING MEANINGFUL TASK-BASED LEARNING IN UNDERGRADUATES' LANGUAGE COURSES WITH INFORMATION LITERACIES |
| NURIHA BINTI MOHAMED   | PROBLEM BASED LEARNING : AN EFFECTIVE METHOD FOR THE 21ST CENTURY ENGLISH CLASSROOM                         |
| DAYANG HARTIJAH BINTI AWANG<br>AHMAD<br>NUR ATIQAH BINTI MD SUNGIF | EVALUATION OF MALAYSIAN PRIMARY ENGLISH LANGUAGE TEXTBOOKS  |
| NG YU JIN<br>HANIM SALLEH<br>MOHD ARIFF AHMAD TARMIZI              | TECHNICAL ENGINEERING VOCABULARY ASSESSMENT (TEVA)  |
| KALAIMAKAL PALANISAMY<br>CHETTIAR<br>BATHUMA SUBRAMANIAM           | THE USE OF LANGUAGE LEARNING STRATEGIES AMONG MALAYSIAN ESL STUDENTS IN PRIVATE SECONDARY SCHOOL            |
| SABARIAH BINTI ABD RAHIM<br>KASMA BINTI MOHD HAYAS                 | INVESTIGATING STUDENTS' SECOND LANGUAGE WRITING ANXIETY: A CASE STUDY                                       |

**E- Presentations**

**DAY 2 - SUNDAY, SEPTEMBER 14, 2014**

**Time 9:00am -10am & 14:00pm - 15:00pm**

|   |   |   |   |
|---|---|---|---|
| ALI ALBASHIR<br>MOHAMMED                          | USING ENGLISH NOVEL TO TEACH ENGLISH LANGUAGE IN SECONDARY SCHOOL: A THEORETICAL PERSPECTIVE STUDY                              | LATHA<br>K.KRISHNAN                                   | ENHANCING LISTENING COMPREHENSION THROUGH THE USAGE OF METACOGNITIVE STRATEGIES   |
| ANEALKA AZIZ                                      | STRUCTURAL ANALYSIS OF READING PASSAGES FOR ENGLISH LANGUAGE LEARNERS AT VARIOUS ACADEMIC LEVELS                                | MAHESWARA<br>KURUKKAL<br>SARAVANAPAVA<br>IYER         | SCAFFOLDING PROCEDURE IN AN ENGLISH AS A SECOND LANGUAGE (ESL) CLASS TO ENHANCE LISTENING COMPREHENSION   |
| AZADEH<br>KESHVARDOOST<br>& NAZANIN<br>ABBASI     | A COMPARATIVE STUDY ON USAGE OF COHESIVE DEVICES IN NARRATIVES OF MIDDLE-AGED CASES WITH AND WITHOUT MENTAL DISABILITY          | MOHAMMAD<br>REZA MORADI &<br>SHARZAD<br>PIRZAD MASHAK | ANGER CONCEPTUALIZATION IN PERSIAN AND ENGLISH  |
| BUSHRA NI'MA<br>RASHID &<br>AHMED RIDHA<br>OWAID  | ADDRESSING IRAQI EFL TEACHER/LEARNER DISCOURSE INTERACTIONS IN TASK-BASED CLASSROOMS  | MUHAMMAD<br>ASLAM SIPRA                               | CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL): A PEDAGOGICAL FRAMEWORK FOR SAFEGUARDING THE HEALTH OF DETERIORATING LANGUAGES AND CREATING A PLURICULTURAL SOCIETY IN THE KNOWLEDGE AGE |
| GHOLAMREZA<br>ZAREIAN                             | IRANIAN POSTGRADUATE STUDENTS' ENGLISH PROFICIENCY PROBLEMS AT MALAYSIAN UNIVERSITIES   | NGUYEN VAN<br>HAN                                     | AN INVESTIGATION OF THE NEED FOR SOFT SKILLS IN LEARNING BUSINESS ENGLISH: A STUDY ON VIETNAMESE STUDENTS   |
| HABSAH HUSSIN<br>& FATHIYAH<br>MOHD<br>FAKHRUDDIN | IN ALIEN TERRITORY: FES UNDERGRADUATES' STORIES OF THEIR DEBUT INTO RESEARCHING   | PARVIZ<br>ALAVINIA &<br>MOHAMMAD<br>REZA MORADI       | THE COMPARATIVE EFFECT OF ONLINE VS. OFFLINE PEER CORRECTIVE FEEDBACK ON IRANIAN EFL LEARNERS' WRITING ENHANCEMENT  |
| HAMIDE<br>BEHBOODZADE                             | ENHANCING IRANIAN EFL LEARNERS' MOTIVATION IN A CREATIVE WAY: INTERACTIVE NOTEBOOKS   | RAZIEH ASSI   | EXPLORING THE ROLE OF CULTURAL SCHEMATA IN READING COMPREHENSION THROUGH THE ANALYSIS OF EMPIRICAL RESEARCH: IMPLICATIONS FOR EFL READING CLASSES   |
| HANNA ONYI<br>YUSUF                               | CONTEXTUALIZATION AND ITS INFLUENCE ON STUDENTS' READING COMPREHENSION IN JUNIOR SECONDARY SCHOOLS IN KADUNA, NIGERIA           | SOMTAWI<br>PUNCHAIPECH                                | THE USE OF PROJECT WORK ON SUFFICIENCY ECONOMY PHILOSOPHY (SEP) TO ENHANCE ENGLISH PROFICIENCY OF GRADE 12 STUDENTS   |
| HOSNI M. EL-<br>DALY                              | ON THE CONCEPT OF 'MULTICOMPETENCE' AND ITS IMPLICATIONS IN L2 TEACHING   | THELMA<br>VICTORIANO<br>VILLAFLORES                   | BLOG ASSISTED LANGUAGE LEARNING AND COLLEGE FRESHMEN STUDENTS' WRITING ATTITUDE AND PERFORMANCE   |
| JILA NAEINI                                       | A COMPARATIVE STUDY OF THE EFFECTS OF TWO APPROACHES OF DYNAMIC ASSESSMENT ON THE READING COMPREHENSION OF IRANIAN EFL LEARNERS |   |   |