



Language Institute, Thammasat University, Thailand

The 3rd International Conference on Foreign Language Learning and Teaching
“Research, Renovation and Reinforcement: Enhancing Quality in Language Education”

March 15-16, 2013

The Ambassador Hotel, Bangkok, Thailand

Day 1/1 (March 15, 2013)

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| 8:00-9:00 | Registration Desk Opens | | | | | | | | | | | |
| 9:00-9:15 (15 minutes) | Welcoming Speech by FLLT Chair Associate Professor Supong Tangkiengsirisin, Ph.D. | | | | | | | | | | | |
| 9:15-9:45 (30 minutes) | Keynote Speech - <i>Trends of language use in Thailand</i> Mr. Abhisit Vejjajiva (Former Prime Minister of Thailand) | | | | | | | | | | | |
| 9:45-10:45 (1 hour) | Plenary Session 1 – <i>The goals of language teaching</i> Professor Vivian Cook, Ph.D. (New Castle University, UK) | | | | | | | | | | | |
| 10:45-11:00 (15 minutes) | Coffee Break | | | | | | | | | | | |
| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
| 11:00-11:25 | Innovative techniques of teaching vocabulary at the intermediate level in the second language classroom <i>Mothe Prashant Subhash</i> | Interactive Listening Simulations for College Athletes in EFL Classroom <i>I-Hsin Kai</i> | Improving English Proficiency through Meaning Making Process <i>Seo Eun-mi</i> | Listening screening test for a Master’s Program in Thailand <i>Damrong Attapreechakul</i> | Teaching reference in the primary classroom <i>Benny Lee</i> | ELT curriculum intentions and teachers’ classroom practices: How to bridge the gap <i>Orafi Senussi Mohamed</i> | Literature in the EFL Classroom <i>Andrzej Cirocki</i> | Promoting blended culture in TEIL <i>Sukarno Sukarno</i> | Utilising e-mail for online corrective feedback in revising and editing of academic writing among ESL undergraduates <i>Noridah Sain, Cecilia Bai Rajendran, Carolyn Soo Kum Yoke, Puteri Nur Hidayah Kamaludin, Sofwah Md Nawli & Suhaili Mohd Yusof</i> | Pronunciation Pedagogy for Japanese Learners <i>Junko Chujo</i> | How do Cognitive Semantics and Linguistic Typology make contribution to second language learning: a case study of the English preposition from <i>Kazuyuki Yamaguchi</i> | Enhancing Self-efficacy through Scaffolding <i>Phuttharaksa Yantraprakorn, Pornapit Darasawang & Pamararat Wiriyakarun</i> |

Day 1/2

| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
|--------------------------|--|---|---|--|--|--|---|--|---|---|--|---|
| 11:30-11:55 | The Education of Metaphors <i>Brian Birdsell</i> | The integration of listening and speaking in improving speaking skills: A research of English Education students in Indonesia <i>Tri Wahyuni Floriasti</i> | The Role of Authentic Texts in Autonomous Learning <i>Christopher A. Wyle</i> | The 'magic' of tutorial centers in Hong Kong: Desperately seeking after a pedagogy that works in Hong Kong schools <i>Aaron Koh</i> | The Effects of Increased Teaching Experience on Cognition Transformation: A Mixed Method of Study of Japanese Primary School Teachers <i>Kaeko Nakamura</i> | Different age groups' conceptions of preferred English lessons <i>Patteera Thienpermpool & Chongrak Liangpanit</i> | Literature Circle and Edutainment Approach in Business Reading Classroom <i>Adcharawan Buripakdi</i> | French through the ODL mode: Innovation and inclusivity at the IGNOU <i>Deepanwita Srivastava</i> | Teaching reading through e-learning website <i>I Ketut Trika Adi Ana & Putu Kerti Nitiasih</i> | Teaching Suprasegmental Features of Spoken English through Films to Develop Listening Achievement of Learners <i>Chapanit Sawaengmongkon</i> | The unlearning of null-arguments by Thai learners of English <i>Naparut Meechanyakul & Pornsiri Singhapreecha</i> | From L2 teaching principles to best classroom practices <i>Alice Zhang & Qin Yao</i> |
| 12:00-13:30 (1.30 hour) | Lunch | | | | | | | | | | | |
| 13:30-14.15 (45 minutes) | Featured Session Room: Garden 2 | | Featured Session Room: Garden 1 | | Featured Session Room: Peony 6 | | Featured Session Room: Peony 7 | | | | | |
| | Readiness to learn and situated learning Associate Professor Richard Watson Todd, Ph.D. | | What we need to know about 21st century English language teaching and learning Assistant Professor Sudaporn Luksaneeyanawin, Ph.D. | | Communication Apprehension (CA): Its application in ESL and various fields Associate Professor Sucharat Rimkeeratikul, Ph.D. | | Associate Professor Dumrong Adunyarrigun, Ph.D. | | | | | |
| 14.20-14.55 | Measuring vocabulary learning gains by Involvement Load Hypothesis and Technique Feature Analysis: Does it make any difference? <i>Hsueh-chao Marcella Hu</i> | The use of collaborative mechanisms in speaking English <i>Pornpavee Sukrutrit</i> | Interactive activities to reduce classroom anxiety <i>Jay Veenstra</i> | A successful artificial English learning environment--Hong Kong study <i>Cheng-Ti Lin</i> | Using games on P.6 students' vocabulary learning <i>Pisut Tunchalearnpanih</i> | Helping students become autonomous learners: How can planning and reflection and evaluation learning help? <i>Takehito Fujishima</i> | Stylistic Analysis of J.K. Rowling's Harry Potter <i>Rene Bonifacio</i> | Poetry Writing for FL Literacy Development <i>Atsushi Iida</i> | Enhancing quality in language education with clicker technology <i>Karen McCloskey</i> | Discourse analysis of cross-cultural post-requests in English persuasive correspondence in the Thai business context <i>Ora-Ong Chakorn</i> | Effects of Focus on Form and Focus on Forms on English Relative Clause Learners in Japan <i>Noriko Kimura</i> | Input Enhancement and Task-Based Language Learning and Teaching <i>Hoda Bakori</i> |

Day 1/3

| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
|--------------------------|---|---|---|--|---|--|---|--|--|---|--|--|
| 15.00-15.25 | A Development of EFL Reading Lessons Based on Teenagers' Problems in Thailand to Enhance Reading Proficiency of Undergraduate Students <i>Bundit Anuyahong</i> | Methods of Learning Phrasal Verbs <i>Brian Strong</i> | Successful Stories of Seemingly Unsuccessful Language Learners: Learner Autonomy and College Students' Identity Changes <i>Sherri Yi-chun Wei</i> | A Contemporary English Teaching-related Problem in China <i>Igor Smerdov</i> | The English partial immersion model at Junior International School of Yogyakarta, Indonesia <i>Rahmi D. Andayani</i> | The impact of teachers' awareness of listening strategies on the pedagogical decision for teaching listening skill <i>Amir Rezaei</i> | Reaching Out from a Journey Within: Exploratory Inquiry about "Teaching" Native Culture in a Foreign Language Classroom <i>Hui-Ching Hsu</i> | Influences of various learning motivations between EFL analysts and intuitivists on foreign language literature performance <i>Yu-Ron Ho, Shu-Ping Lee & Timothy Williams</i> | The Effect of Using Social Networking Assisted Interaction between Peer and Teacher in English Language Learning <i>Annabel Bhamani Kartadilaga</i> | The Implication of Pragmatic Meaning Comprehension in Teaching ESP Reading Skill <i>Aryusmar Kartadilaga</i> | Problems with subcategorization in L2 English <i>Shigenori Wakabayashi & Kaori Murata</i> | Merging the Student-centered Approach and Communicative Language Learning in the Exam-oriented EFL Settings in Chinese Private College Classroom <i>Li Yuan</i> |
| 15.25-15.40 (15 minutes) | Coffee Break | | | | | | | | | | | |
| 15.40-16.05 | Developing Soft Skills through Reading Circles <i>Catherine LeBlanc</i> | Collaborative Learning as An Alternative Technique in Teaching Grammar <i>M. Hum Setyowati</i> | Language Attitudes of Filipinos in Learning English <i>Jayson D. Petras</i> | The Pluricentric Approach to English Teaching in Mainland China <i>Jianping Xie</i> | The implementation of bilingual class program at vocational schools in Yogyakarta, Indonesia <i>Margana</i> | Note it down: Integrating Facebook's Note Application in enhancing ESL students writing skills <i>Sherline Ann Andrew</i> | Teacher cognition for CLIL implementation in Japanese EFL classroom <i>Yuki Ichikawa</i> | The affect of Libyan Arabic on the articulation of RP consonants and vowels <i>Mohamed Abdalla Elsaghayer</i> | Engineering quality online English listening tests <i>Alun Roger</i> | A multi-method analysis of scientific abstracts <i>John Blake</i> | The distinction of modality in English by Thai L2 learners of English <i>Peerapat Yangklang</i> | Need-based course content for the English Bridge Program <i>Mee Jay Domingo</i> |
| 16.10-16.35 | Recreational reading habits in relation to academic performance <i>Arsenia Allam</i> | A Comparison between Thai University Students and English Speakers Using Contrastive Discourse Markers <i>Chongrak Sitthirak</i> | Divergent effects of learning motivations and learning strategies between analysts and intuitivists on English performance <i>Lin Li-Ting & Shu-Ping Lee</i> | An Analysis of Teaching Practices of Foreign Teachers of English in China and Students' Responses <i>Luole Zhou</i> | The Correlation between Internal & External Factors that Influence Elementary School Students in Learning English Vocabulary <i>Sesilia Rani Setyo Sari Rani</i> | The Study of English Code-mixing and Code-switching in Thai Pop Songs <i>Teeratorn Likhithphongsathorn & Pattama Sappapan</i> | Narrative approach to explore mentees' perceptions <i>Sasiporn Phongploenpis</i> | Perception and Performance of Apology in Bengali <i>Nehrir Khan</i> | Encouraging students in speaking through videoing activity <i>Retno Budi Wahyuni & Kuswardani</i> | Adobe audition and stress and intonation awareness <i>Nur Hidayanto Pancoro Setyo Putro</i> | An Analysis of Prepositional Errors of College Students <i>Maria Corazon Saturnina Castro</i> | Response-Stimulating English Camp Activities <i>Woralap Sangvatanachai</i> |

Day 1/4

| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
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| 16.40-17.05 | <p>Story Read-Aloud in Team-Teaching EFL Classrooms</p> <p><i>Lu-Chun Lin</i></p> | <p>Comics as a medium for teaching grammar to older students</p> <p><i>Ahmed Bhuiyan & Michelle Draper</i></p> | <p>Indonesian Tertiary Students' Attitudes towards the Use of Local Culture Vs Target Culture Reading Materials in English Reading Class</p> <p><i>Rojab Siti Rodliyah, Ernie D.A Imperiani & Lulu Laela Amalia</i></p> | <p>ESP pedagogy and materials development: A multimodal approach</p> <p><i>Ping Hei Steven Yeung</i></p> | <p>Facilitating L2 learning process: Evaluating the use and benefits of CMC in a writing course</p> <p><i>Nik Aloesnita Nik Mohd Alwi</i></p> | <p>The influences of teachers' workplace culture: The interplay between teachers' belief, behaviors and instructional practices</p> <p><i>Wimonnit Chaokongjakra</i></p> | <p>The implementation of literature in teaching speaking for advanced students</p> <p><i>Hong Phat Cao</i></p> | | <p>Learning 'from' & Learning 'with': The Use of ICT as a Learning Tool in ESL Classroom</p> <p><i>Saabdev Kumar Sabapathy & Agelyia Murugan</i></p> | <p>A Dialogic Approach to Understand Mother Nature for Developing Critical Literacy in Indonesian EFL Students: The Role of Feedback in Reader Responses</p> <p><i>Triyoga Dharmautami</i></p> | | <p>Social Interaction Learning Styles of Turkish Adult Learners Learning English as a Foreign Language and Their Implications</p> <p><i>Tanju Deveci</i></p> |
| 18.30-21.00 | <h2>Conference Dinner</h2> | | | | | | | | | | | |

Day 2 (March 16, 2013)

Day 2/1 (March 16, 2013)

| Registration Desk Opens | | | | | | | | | | | | |
|--|--|---|--|--|---|---|---|--|--|---|--|--|
| Plenary Session – <i>OK, let's be specific: Disciplinary writing in EAP</i> Professor Ken Hyland, Ph.D. (University of Hong Kong) | | | | | | | | | | | | |
| Coffee Break | | | | | | | | | | | | |
| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
| 8:00-9:00 | | | | | | | | | | | | |
| 9:00-10:00 (1 hour) | | | | | | | | | | | | |
| 10:00-10:15 (15 minutes) | | | | | | | | | | | | |
| 10:15-10:40 | Transferability: a missing link between language testing and language teaching <i>Agus Widyantoro</i> | Student response to expert feedback on multiple-draft compositions in writing classroom <i>Fa-ezah Wasoh</i> | The Selection and Usage of Authentic Materials as a Platform for Introducing Listening Strategies into the E.F.L. Classroom <i>Mark Wright & Joseph Hosbach</i> | Using Sentence Variety Checklist to Promote Writing <i>Liza Abdullah</i> | The Effects of Semantic Mapping on Vocabulary Memorizing <i>Ngoc Thuy Nguyen</i> | Multiple intelligences: A move from concept to classroom <i>Sobhana Unni</i> | Cultural immersion modules and learners' cultural awareness in foreign language teaching: A case in teaching and learning Cantonese in Hong Kong <i>Siu-lun Lee & Wisetpong Wongtip</i> | Creating Big Book to develop English grammatical study for M.6 disable hearing students of Sot Anusorn Suksa Chiang Mai School <i>Chalermchai Parasuk & Chalermphong Tham-Ngarn</i> | Developing English speaking skills of Thai undergraduate students by digital storytelling through websites <i>Manussanun Somdee & Suksan Suppasetserree</i> | Translation in academic context and real world: Mismatches between practices of translation teachers and professional translators <i>Pennapa Riabroi</i> | The effect of genre-based teaching upon EFL writing achievement <i>Payman Rezvani & Salam Khalil Aghdam</i> | How undergraduate students' perceptions of group work can change over the duration of a course <i>James Scotland</i> |
| 10:45-11:05 | Communicative Language Testing: Do School Tests Measure Students' Communicative Competence? <i>Cang Trung Nguyen & Diem Thi Kieu Le</i> | Promoting autonomy through writing conferences <i>Kim Willcocks</i> | A Study on L2 learner's vocabulary knowledge: Application of Latent Rank Theory to a Vocabulary Test <i>Norifumi Ueda & Eiichiro Tsutsui</i> | Constructing a developmental rubric as a potential pedagogical tool for enhancing academic writing skills at tertiary level <i>Ainul Azmin Md Zamin</i> | The effectiveness of written corrective feedback, group conference, and mini grammar lessons influencing written production of cause and effect paragraph of first year students <i>Sukanda Sa-Ngaphan</i> | Teachers' perceptions toward textbooks <i>Ladaporn Srakang</i> | Elicitation to writing mistakes: An application of implicit corrective feedback in teaching L2 writing <i>Andisheh Saniei</i> | Efficacy of Grammar FFI on Korean College Students <i>Mae-Ran Park & Yoonhee Song</i> | Bridging the gap between online and in-class learning <i>Patrick Desloge</i> | Source Text Difficulty in Interpreter Education <i>Moon Sun Choi</i> | Genre-based instruction: Its effect of students' academic essays <i>Jeneifer C. Nueva</i> | The Study of Classroom Physical Appearance Effects on Khon Kaen University English Students Learning Outcome <i>Pat Wongvanakit</i> |

Day 2/2

| | <i>Garden 2</i> | <i>Garden 1</i> | <i>Peony 13</i> | <i>Peony 11</i> | <i>Lavender 1</i> | <i>Lavender 3</i> | <i>Peony 10</i> | <i>Peony 5</i> | <i>Peony 4</i> | <i>Peony 3</i> | <i>Peony 7</i> | <i>Peony 6</i> |
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| 11:10-11:35 | What Entrance Test Results Tell About ESL Learners <i>Lalaine F. Yanilla Aquino</i> | Developing reading fluency with extensive reading <i>Miwako Yamashina, Chie Tsurii & Hisayo Herbert</i> | Tailoring business ESL classes to suit student needs <i>Fred Burton Setzler</i> | Manufacturing Autonomy: Reflective Writing in the University Classroom <i>Rachelle Meilleur</i> | Application of metaphor in EFL writing <i>Zhicong Zhang</i> | A comparative study of English learning motivation types between Thai and Cambodian first-year undergraduate English majors <i>Narumon Chumcharoensuk & Supong Tangkiengsirisin</i> | Teaching practicum: Student teachers' perspectives <i>Zailani Jusoh</i> | Appropriateness of mother-tongue based multi-lingual education (MTB-MLE) in urban areas: A synthesis study <i>Remilyn G. Mondez</i> | Blended e-Learning for English Classroom <i>Nutprapha K. Dennis</i> | Text Processing: Ailment of Translation Trainees <i>Adel Abu Radwan</i> | English Research Articles Written by Indonesian Academics: Coping with Common Practices and Rhetorical Diversity <i>Ani Rakhmawati</i> | The Unresearched Language Lessons <i>Ariel Sorensen & Jihyun Park</i> |
| 11.40-12.05 | A new approach to teaching English using the SWOT tool <i>Heemal Bhat Handoo</i> | Hatching the OWLS (Opportunities With Language Simulator): The development of a context-specific research tool to probe the out-of-class vocabulary acquisition behaviour of study-abroad learners <i>Jessica G. Briggs</i> | Corpus-based Instruction for Business Communication <i>Pi-Ching Lee Chen</i> | Developing Writing Workshops: Issues and Solutions <i>Charles Lockhart</i> | The effects of glosses on incidental vocabulary learning <i>Rangsiya Chaengchenkit</i> | Oral Output and Personality after Studying Abroad for a Month <i>Omar Christopher Karlin</i> | The Zoro role of emotions in reading literary texts: Fact or fiction? <i>Katayoon Afzali</i> | Mutual Intelligibility of, and Attitudes towards some Asian Englishes: A Survey on Thai Tertiary Students' Perspectives <i>Nussara Wadsorn & Yanin Sawanakunanon</i> | Facebook Base Writing Learning for TEFL <i>Alfian Cahyo Budiardi & Baity Anggraeni</i> | A Survey of Online Tools Used in English-Thai and Thai-English Translation by Thai Students <i>Sarathorn Munpru & Pornpol Wuttikrikunlaya</i> | Japanese English learners' preferences for inchoative and causative uses of English verbs in context using animation <i>Owada Kazuharu & Eiichiro Tsutsui</i> | Classroom Research for Enhanced Professionalism <i>Tim Stewart</i> |
| 12.05-13.15 (1.10 hour) | Lunch | | | | | | | | | | | |
| 13.15-14.15 (1 hour) | Plenary Session – Enhancing language learning through technology: Teaching in the 21st century Mr. Pete Sharma (Pete Sharma Associates Ltd., UK) | | | | | | | | | | | |

Day 2/3

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| 14.20-14.55 | Fine-tuning MOI Policy in Hong Kong: Acquisition of Language and Content-based Subject Knowledge <i>Anita Y.K. Poon & Connie M.Y. Lau</i> | The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science Students <i>Stephani Diah Pamelasari & Miranita Khusniati</i> | Insights from Using Activity Theory frameworks to understand an ESP Task-based Instruction <i>Ratikorn Sirisatit</i> | Eclectic film viewing: An alternative approach to writing proficiency <i>Irish Mae G. Fernandez</i> | English Language Acquisition and Learning in the Socially and Economically Underprivileged Children of a Tribal Community in India <i>Papori Rani Barooh</i> | Social identity in the language classroom <i>Zoe Matthews</i> | Understanding the Nature of Phonetic Error Recognition from the Perspective of Discrimination of English Vowel & Consonant Minimal Pairs <i>Hirokatsu Kawashima</i> | Any Questions? Designing an observation instrument to record teacher questioning <i>Peter Harrold</i> | Teaching from "The Cloud" <i>Jon Watkins</i> | Vietnamese Students' ELT Master's Thesis Introduction Chapters <i>Nguyễn Thị Thúy Loan & Issra Pramoolsook</i> | The Use of 'Oh' and 'Well' as Discourse Markers in Conversation of Bandung State Polytechnic Student <i>Ratna Padmi Trihartanti & Dianita Damayanti</i> | A review and renovation of language teaching methodology <i>Lyndon Small</i> |
| 15.00-15.25 | Reconsidering Objectives of English Language Learning in ELF Context <i>Ratchaporn Rattanaphumma</i> | Developing Reading Comprehension Skills in EFL University level Students <i>K.M. Roehl & Connie Shiue</i> | Social influences on successful learning in a L2: A proposed model from Consensual Qualitative Research <i>Marianne Jennifer M. Gaerlan</i> | Student perceptions on peer-feedback in academic writing <i>Roxanne Wong, Chris Shepard & Jon Mackay</i> | The Effect of Socio-affective Strategies on Students' Test Anxiety across Different Genders <i>Salam Khaliliaqdam & Peyman Rezvani</i> | A Comparative Study on Iranian Bilingual and Monolingual Females' Linguistic Intelligence <i>Mahnaz Saeidi & Nastran Mazochi</i> | English articles are too difficult to teach; what is to be done? <i>John Winward</i> | Bridging the gap between theory and practice: Research on explicitness in L2 communication problem solving <i>Dorota Nowacka</i> | The translation of tourism websites <i>Olena Skibitska</i> | L2A of the Two English Prepositions: 'on' and 'in' <i>Miki Hyun Kyung Bong</i> | Malay students' politeness strategies <i>Nor Zainiyah Norita Mokhtar & Lilisuriani Abdul Latif</i> | Assessing bilingual students' research writing anxiety <i>Ma. Joahna M. Estacio & Rose Franchesca C. Cruz</i> |
| 15.30-15.55 | TOEFL Note Taking and Question Response Strategies <i>Patrick Rates</i> | Encouraging creative reading in EFL classroom <i>Victoria Tuzlukova, Christine Eltayeb & Anne Gilhooly</i> | An inquiry into hidden meanings in text: EAL learners in search of deep text meaning <i>Leonardo Veliz</i> | Textbook Design as a Teacher Training Tool <i>Shawn M. Clankie</i> | The effects of Cooperative Learning and students' opinions towards Cooperative Learning on English reading skills of students in a Reading and Writing for Academic Purposes course <i>Veena Imrose</i> | A survey study of motivation and English language learning of first-year undergraduate students at Siringhorn International Institute of Technology (SIIT), Thammasat University <i>Ratanawalee Wimolmas</i> | Motivation and language retention - Attrition of learning Spanish in as an effective course <i>Milagros Vilas</i> | Use of communication strategies by Thai EFL Learners <i>Yupadee Malasit & Nopporn Sarobol</i> | Investigating Language Proficiencies of Omani Young Children <i>Ali Kemal Tekin</i> | The gap between English competence & performance <i>Dian Karyani Astuti</i> | Awareness of Lexical Cohesion Devices in Text and Reading Comprehension <i>Adel Ebrahimpourtaher, Saeideh Eissaie & Asgar Ebrahimpourtaher</i> | Humanism in the foreign language classroom <i>Ardeshir Danesh & Servat Shirkhani</i> |

Day 2/4

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| 15.55-16.10 (15 minutes) | Coffee Break |
| 16.10-16.45 (45 minutes) | Closing Panel by Plenary Speakers <i>Prof. Vivian Cook, Prof. Ken Hyland, and Mr. Pete Sharma</i> <i>Asst. Prof. Sudaporn Luksaneeyanawin, Ph.D. (Moderator)</i> |
| 16.45-17.00 | Closing Ceremony |