

## isIPAL CONFERENCE

### **SATURDAY 4<sup>TH</sup> AUGUST:- LINGUISTICS, LANGUAGE & CULTURAL DIVERSITY STRAND & ABSTRACTS**

#### **Time                      *Keynote/Presentation                      &                      Abstract***

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**9:00 – 9:45**

**Art Costa**

**Opening Address**

**Habits of Mind for the 21st Century**

What mental capabilities will be needed to live productively throughout the 21st Century and into the 22nd Century? Are these capacities different from those needed to live and learn productively today? In this session the attributes of successful, creative people from many walks of life will be identified with implications for learning to be successful today.

**9:50 – 10:35**

**Andrew Churches**

**Keynote**

**Technology and thinking skills in the classroom**

Technology is changing the face of teaching and learning. Our classrooms are expanding beyond the boundaries of the physical four walls and as our classrooms seem to grow the boundaries and borders in our world disappear. Actions and features that were once the domain of a desktop computer are now an "app" on a cell phone. Information is growing at an exponential rate and has never been as easy to access. How our students learn has changed and how we teach has changed. This presentation investigates these trends and looks at how we can harness these to improve the learning outcomes of our students.

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**10:35 – 11:05**

**MORNING TEA**

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**11:10 – 12:30**

**Breakout Session 1**

**One Keynote – AND - One Presentation (P)**

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**11:10 – 11:55**

**Francois Victor Tochon**

**Keynote**

**Deep Education: Transdisciplinary Pedagogy and Wisdom**

Unless we act to reconceptualise and rebuild the social contract on new bases, postindustrial trends might break it down. Intellectuals who work in Education should have a special role in this respect. Environmentally, socially, humanely and symbolically disempowering and destructive policies are being imposed in conjunction with financial interests propelled by the myth of productivity. Civil rights are being replaced by surveillance and control. This appalling situation legitimates new reflections on education in order to envision what could and should be done. The old logic of Right and Left inherited from the French Revolution must be altered into a politics of the human if we are to address the risks that financial monopolies have created. The demonstration here is that Education - and academic work in particular - must be reconceptualised in a transdisciplinary way that helps solve the destructive problems that humanity faces. The proposal is to reflect on the notion of caring and the development of non-foundations with such core values as biocosmopolitanism and deliberate <<decroissance>> (postdevelopmental powerdown), in the search for integrated wisdom and science with a conscience. The nature of deep education, or a pedagogy for wisdom, are examined.

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**12:00 – 12:30**

**Choose one (1) Presentation from:- PL1.1, PL1.2, PL1.3 or PL1.4**

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**PL1.1**

**Miss Mahtab Janfada - Scaffolding medical students' academic English through a "Dialogic Approach' to ESP pedagogy in Iran.**

The challenges associated with gaining mastery in academic English are highlighted in particular disciplines in non-native contexts. In Iran, this is evident in medicine and the current pedagogy adopted by medical faculties which involves a non-dialogic delivery of knowledge. Students are not given opportunities to internalise, contextualise and conceptualise academic and professional medical knowledge in English. Importantly, they remain voiceless outsiders, who are neither sufficiently competent nor confident to operate in the global medical community.

This paper reports on an innovative pedagogical approach to medical English, informed by socio-cultural theories of learning and language (Vygotsky, 1986; Bakhtin, 1981). A multi-layered 'dialogic approach' to English language learning was designed to integrate and balance critical and pragmatic literacy (Harwood and Hadley, 2004) and academic and professional medical discourses, and to address the various 'needs and rights' (Benesch, 1999) of a small group of Iranian medical students.

This paper discusses the meditational tools (Wertsch, 1991) such as role-plays, clinical scenarios, narrative and evidence-based medical texts, and doctors' circle sessions used to introduce students to the concepts of developing an academic voice and sense of professional identity through English. The efficacy of these tools for this purpose will be evaluated and discussed.

#### PL1.2

##### **Mr Edward Rush and Mr Andrew Matthews - Utilising social constructivism in e-learning environment to develop higher order cognition in monolingual Asian classrooms.**

This paper will argue that widely accessible forms of collaborative writing technology such as "Google Docs" can facilitate the social constructivist approach to learning. These applications can be of particular use in monolingual Asian classrooms where students tend to exhibit low levels of engagement and interaction in classrooms. Traditionally, even in "international" programs where constructivist approaches are valued, writing is an independent act, which only employs technology as a method of input. Where peer editing does occur, it tends to be delayed and involves relatively little interaction. However, interactive writing technology affords students a crucial opportunity to write publicly in "real time" so that they can negotiate understanding and meaning during the act of creation. An important difference between traditional "group writing" activities and this approach is that the whole class is able to participate at the same time and receive constant individualised and targeted feedback from the teacher and from peers. The suggested framework is not limited to writing but can be extended to activities like discussion and pronunciation. This paper will demonstrate an approach that has been used at a Thai university preparation centre with regard to a task concerning the ethics of safe injecting rooms.

#### PL1.3

##### **Linda A Fitzgibbon - The 'Ideal Life' presented in *Top Notch* and English language textbook: a Critical Discourse Analysis.**

English as a foreign language (EFL) is taught as a compulsory school subject in South Korea, along with most parts of Asia, from the first year of formal schooling until the last year of formal schooling; then again at university, students take further compulsory English classes.

In this project I used critical\* discourse analysis as practised by Bloor and Bloor (2005), Fairclough (2001) Kress and van Leeuwen (2006) to provide systematic techniques for describing and later, interpreting the images and topics within one global commercial, *Top Notch*. My preliminary findings suggest that this book shows the 'ideal life' to be a privileged life of travel, fine dining, visiting museums: an elite life, where people are slim, attractive, young, well-dressed, healthy, wealthy and happy. They are always smiling!

Based on my twelve-year sojourn in South Korea, and supported by abundant research emanating from Hofstede's ground-breaking work, (1984), these results imply that what is routine and ideal in the textbook may not be routine and ideal in South Korea. One educational implication is that when students 'see' themselves within learning materials they are more likely to engage with the content.

\*Critical means the interpretation of the role and use of language, which reveals how language operates in society, for example, for the advantage of some and for the disadvantage of others.

#### PL1.4

##### **Ms Cecily Clayton and Dr Louise Thomas - Negotiating Education and Business Agendas: ELICOS teaching in practice.**

Personal experience has presented both ELICOS education and ELICOS teaching context as a site of complexity. One way to read this complexity is to see a teaching context where education and business agendas often conflict. This experience has led me to want to investigate other ELICOS teachers' perspectives of the teaching context.

Presently enrolled in an Australian Catholic University doctoral program, my aim is to investigate the nature of the relationship between ELICOS teachers and ELICOS contexts and the effect on their teaching practice. I will undertake this investigation through an exploration of the research question - *In what ways do contexts in ELICOS construct ELICOS teachers and their teaching practices?* The presentation will outline issues identified in the literature that support my proposed research. Discussion of the key elements of the literature and the proposed research project will provide opportunities for responses and reflection.

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12:30 – 1:15

LUNCH

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1:15 – 2:00

Keynote

Professor Timmy (In-Seok) Kim

Prototypical Development and Evaluation of Cyber Cognitive English Vocabulary Learning Program (CEVLP) for Korean University Students

*Recording for viewing and opportunity to blog.*

This presentation explores the development and evaluation of the cyber cognitive English Vocabulary Learning Program (CEVLP) for Korean university students. Drawing on the current research findings of vocabulary acquisition and CALL at large, it aims to develop the prototype of English vocabulary learning software to help Korean students improve their learning of English vocabulary. EFL learners can learn vocabulary both explicitly and implicitly, but they need to be trained to become good vocabulary learners, e.g. by being instructed in useful strategies, to enable them to learn vocabulary more efficiently and effectively. The paper will describe the method for choosing vocabulary for Korean university students as well as instructional design features of CEVLP that are based on such cognitive research as noticing, prediction, modeling and automatization in order to ensure the effectiveness of English vocabulary learning by Korean university students. Finally, the preliminary results of the program evaluation are reported and discussed.

Professor Timmy (In-Seok) Kim is currently President of the Asia Pacific Association of Multimedia Assisted Language Learning and is past President of KAMALL.

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2:05 – 3:20

**Breakout Session 2**      **One Keynote (K) -AND- One Presentation (P)**

Choose one (1) presentation from:- P2.1, P2.2 or P2.3 – 30 mins

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2:05 – 2:50

Keynote

Professor Yuangshan Chuang

The Deep Approach and the LATPAW Project

Tochon (2010) proposed the deep approach for language acquisition at ROCMELIA 2010. He stated the "it is a call to transcend traditional views of language teaching, learning, and assessment... There are new, more profound ways of understanding languages, and teaching and learning them. For example, a deep assessment should focus on practicality, replicability, and social usefulness, rather than a-conceptualised notions of efficacy. Indeed, efficacy is often related to controlled achievement rather than proficiency." He also quoted one of his students of the University of Wisconsin at Madison as saying "I felt comfortable and confident when I was taking NETPAW not only because of its flexibility, but also because of its contextualised testing contents." O'Neill (2010) also stated that "NETPAW offered a valuable alternative test because of its availability online and its interactive/communicative assessment experiences.... Its ability to provide diagnostic feedback also confirms its ability to provide positive washback." LATPAW, the system designed for NETPAW English tests, CATPAW Chinese tests, and TATPAW Taiwanese tests, can also be applied for online tests of other languages. Because of its flexibility, practicality, replicability, social usefulness, availability online and interactive/communicative assessment experiences as stated previously, LATPAW has succeeded in serving for deep learning, teaching, and assessment.

**PL2.1****Dr Obaidul Hamid and Ms Ngoc T.H. Hoang - Impacts of the IELTS (International English Language Testing System): voices of the test-takers.**

IELTS is a globally popular test nowadays and a requirement for education and professional registrations in Australia and the UK to non-native English speaking candidates. It is considered powerful in determining people's life and its extensive impacts add a reason for the increasing criticism of international high-stakes English proficiency tests. Our study in progress investigates the extent of the IELTS' power from the perspectives of the test-takers. This group of stakeholders is most affected by the test, thus understanding their views and attitudes is essential in designing a better, more democratic assessment. Using open-ended questionnaires as data collection instruments, we have conducted nine individual in-depth interviews and a focus group discussion with 14 test-takers who are currently residing in Brisbane. We found that the participants believe an English proficiency test is not necessary. However, most of them are not happy with the IELTS' overwhelming impacts in social, economic, cultural and political terms on global, local, institutional and particularly individual levels. Some participants indicated the test's reproduction of social inequality and the English-speaking countries' dominance. Moreover, they wish to see some change to its structure, conducting manner and authorities' (ab)uses of the test result. This paper draws relevant recommendations based on these findings.

**PL2.2****Ms Alison Willis - A cross-cultural methodology for educational projects that accommodates cultural differences between Western consultants and non-Western participants.**

This paper proposes an efficacious methodology for cross-cultural studies. The particular study that investigated these cross cultural dynamics adopted a phenomenographic research paradigm, which successfully managed cultural differences between a Western consultant and non-Western participants through the study of experience. It was found that by seeking to understand the pragmatic, everyday stories of the local people the study of lived experience has the capacity to connect the psychological and sociological factors of learning. Research of this kind is foundational as it has the potential to map the context for the future research or practice. The methods used in this study have resulted in the development of a research model that accommodates the cultural differences between consultants and participants.

**PL2.3****Mr Jonathan Green - A Bridge too far? The relationship between students' perceptions of transfer of learning and instructional strategies in an academic literacy program in Thailand.**

Transfer of learning has long been the foremost goal of education; this goal is explicit in English for Academic Purposes (EAP) and academic literacy courses that, by their nature, aim to support learning by providing students with language and literacy skills and knowledge that may be transferred to the disciplines. Perceivably, the sought-after transfer of learning often fails to occur; cognitive-based theorists believe that this is because educators frequently neglect to attend explicitly to metacognitive strategies and methods that promote transfer, expecting it, rather, to occur spontaneously. Amongst prominent advocates of explicit strategies to address transfer of learning, Perkins and Salomon (1989) promote "hugging" and "bridging" strategies to address, respectively, "low-road" and "high-road" transfer, with the practical implementation of these strategies having been articulated by Fogarty, Perkins and Barell (1992) and customised to English Language Teaching (ELT) and, by implication, to EAP, by James (2006).

This study adopts the hugging-bridging framework in an effort to understand the relationship between instructors' classroom methods and the transfer of learning from an EAP-based academic literacy course to the disciplines in an international undergraduate program in a university in Thailand.

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**3:25 – 3:55**

**AFTERNOON TEA**

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**4:00 – 4:40**

**PL3.1**

**Mr Bassim Almansouri and Dr Henriette van Rensburg - Two different learning environments: how do Arabic international students cope with the Australian learning system?**

This paper discusses the impact of pedagogical and learning differences when Arabic international students (AIS) come to study in Australia. It describes the difference in teaching methods between their original countries in the Arabic world and Australia. There are many research papers that discuss the experiences of international students in general in western learning systems, including Australia (Bailey, 2009; Lisa, 2003; Zhao, Kuh & Carini, 2005); however there is little research conducted specifically about AIS in Australia. Therefore, the current paper contributes to filling this gap by reporting on the learning experiences of AIS in Australia and , more specifically, on their pedagogical experiences. Data were collected through semi structured interviews with six Arabic tertiary international students in an Australian regional university in Queensland. After presenting the analysis of the data, this paper will suggest some learning strategies that may benefit not only AIS, but also lecturers when they teach students from completely different culture and language.

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**4:40 – 5:00**

**WISDOM CIRCLE**

**Sharing, listening, pondering, wondering and connecting**

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**5:00**

**CLOSE SATURDAY CONFERENCE PROGRAM**

**You are invited to join the keynote speakers at the Jephson Hotel Toowong for dinner  
(At your own cost – bookings essential – see website)**

## isIPAL CONFERENCE

**SUNDAY 5<sup>TH</sup> AUGUST:-**

**LINGUISTIC, LANGUAGE & CULTURAL  
DIVERSITY STRAND & ABSTRACTS**

**Time                      Keynote/Presentation                      &                      Abstract**

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**8:45 – 9:30**

**Opening  
Address**

**Brendan Spillane**

**The Difference between Fun and Joy**

*A Keynote Reflection on the Folly of Looking for Positional Solutions to Dispositional Problems*

The complexity of our working lives needs little further explanation. It is hard to escape the conclusion that we are standing astride organisational tectonic plates that have started to move and are grating each other. Many of us have a sense that an old way is passing and something new is trying to be born in our organisational reality. How do we make sense of ourselves and our working lives in such tumultuous times? What sort of dispositions will the new organisational world order ask of us? What will leadership look like? The call to a practical wisdom that allows us to thrive in times of uncertainty is clearly discernible. Drawing on the pioneering work of Bill Isaacs, on Dan Pink's work on motivation and on a range of other sources, this keynote will try to provide a compass that still points to true north!

The address will focus on the 'new dispositions' that need to underlie effective (and sane!) performance and looks at dialogue, vulnerability, empathy and a couple of others in a practical and hopefully interesting way. The workshop which will follow the presentation will explore a couple of key aspects in more depth.

**9:35 – 10:20**

**Keynote**

**Barbra McKenzie**

**The Getting of Wisdom: Unlocking Tacit Knowledge**

A favourite quote about the role and value of wisdom indicates that it is 'knowledge rightly applied' (unknown source) and now, more than at any time in the past we need to acknowledge and facilitate access to our combined educational wisdom. An increase in pressure regarding the role of education and its role and value in a global sense has raised the stakes (Chinnammai, 2005) as countries increasingly compete in international spheres that require the provision of a highly literate and articulate workforce. In our more finite national educational environment we are experiencing one of the most ambitious and far reaching changes to education in decades (ACARA, 2010). A large proportion of our teaching workforce is fast approaching retirement (ABS, 2006) - they are the current holders of years of knowledge and experience. A generation of new teachers will eventually take their place - how can we ensure that we provide less experienced teachers with access to that wisdom?

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**10:20 – 10:45**

**MORNING TEA**

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**10:50 – 12:05    Breakout Session 3                      One Workshop **- AND -** One Presentation (PL)**

**Choose one (1) Presentation from PL3.1, PL3.2, or PL3.3– 30 mins**

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**10:50 – 11:35**

**Workshop  
W3.1**

**Professor Yuangshan Chuang, Dori Wang, Michelle Tsai and Susan Kao  
Applying the PACIFIC - DNA approach to languages teaching and learning**

This workshop will demonstrate the use of a Dr Chuang's Networking Approach (DNA) approach to teaching languages.

It involves the implementation of seven instructional ideas of Proactivity, Association, Creativity, Intelligence, Fun, Injection, and Collaboration (forming the acronym PACIFIC). The two languages of English and Chinese will be applied in this case to show how language instruction can be interesting and efficient and relevant across different language needs contexts. The research is based on data collected from language learning workshops conducted with a diverse group of initially low-achieving language learners at an Institute of Technology in Taiwan.

**PL3.1****Dr Berrington Xolani Siphosakhe Ntombela - The theory and practice of the six-step method in EFL and its transferability to engineering programs.**

This paper outlines the theory of the six-step method developed by personnel in the Language and Learning department at Caledonian College of Engineering, Oman. The paper further illustrates the application of this method in teaching Project, Listening, Reading, Writing, and Speaking & Debate at Foundation level. This assumption in applying the six-step method at Foundation level is that, after repeated exposure, learners should be able to apply it in their engineering studies. The paper therefore discusses the transferability of this method both as teaching and as a learning approach. Findings indicate that the six-step method in EFL context expects more from learners whose linguistic level is lower than it should be due to insufficient exposure to the target language. That is, the method works much better on the application level, where learners are expected to work independently (with the teacher taking a backseat) to accomplish a given task. Notwithstanding, the method encourages and fosters independent learning and the acquisition of soft skills. Furthermore, findings reveal that the transferability of the method to engineering programs as a learning approach leans heavily on its application as a teaching approach.

**PL3.2****Ms Ha Thi Thu Nguyen - Teaching aesthetic texts aesthetically in a foreign language context.**

Literature in second/foreign language education has been an area of continuing interest among theorists, researchers and practitioners in language teaching. Literature has potential for communicative competence, personal enjoyment, critical awareness, specific skills training, and a whole person development. The unique contribution of literature to language education relies on the aesthetic "transaction" between the reader and the text, whereby one helps create the other. In a traditional efferent approach, students are given a "standard" analysis or interpretation of a literary text. Despite, and perhaps because of, the safety of this approach, it spares little room for students' exploration of the text itself and therefore limits the possibilities for meaningful interaction with the language. Aesthetic approaches, by contrast, focus on the lived-through experience of the text for enjoyment, appreciation and response.

This presentation reports on some creative activities which have effectively elicited students' aesthetic response to literature in English in a Vietnamese tertiary context. These activities include role play, the use of multimedia, and creative writing. The operation and success of these activities are demonstrated by the results of class observation, analysis of students' writings and students' evaluative response.

**PL3.3****Professor Sun-Young Lee - Elicited imitation task as an assessment tool for acquisition of numeral classifiers in SLA.**

This study investigates the validity of elicited imitation task as an experimental technique to assess L2 learners' acquisition of numeral classifiers. A numeral classifier is needed when counting an object in languages like Korean. Different from previous studies most of which employed picture-cued elicited production task, this study uses elicited imitation task in order to test its validity as a tool to assess L2 learners' acquisition of numeral classifiers. In this task, each participant heard a single sentence at a time and simply repeated each sentence verbatim. The particular structure used was *Subject - Adverb - Locative - (Object - Number - Classifier) - Adverb - Verb - Verb*. My brother - yesterday - in the kitchen - on the table - (apple-one-KAY) - fast - pick - eat. "My brother picked up an apple on the table in the kitchen yesterday". The results of the experiment with a total of 52 learners and 14 native controls showed (i) high internal reliability with Cronbach alpha coefficients of .79 and (ii) statistically significant correlations between individual accuracy scores and proficiency levels ( $r=.52$ ). In conclusion, elicited imitation task as an experimental technique to assess L2 learners' acquisition of numeral classifiers seems to be sound.

**12:10 – 12:55**  
**Keynote**

**John Bush**  
**Leadership for Students**

The mission of High Resolves is to motivate high school students to develop the mindsets and skills to act as purposeful global citizens and lead their communities, and the world, to a brighter future. I will share our experience in helping students to develop as purposeful global citizens and leaders, which points to several conclusions. First, the middle years of schooling are the crucial period for leadership development. Second, it's all about the sequence: we can be as systematic about teaching leadership as about teaching maths. Third, students develop as leaders and citizens in a mutually reinforcing process. Fourth, students from all cohorts and backgrounds can develop into effective leaders. Finally, leadership curriculum is like software: we can balance high quality with continuous improvement if we think of developing and releasing sequential versions of curriculum.

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**12:55 – 1:40**

**LUNCH**

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**1:40 - 2:55**

**Breakout Session 4**

**Choose 2 Presentations (PL)**

**One from PL4.1, PL4.2 or PL4.3**

**AND**

**One from PL4.4, PL4.5, or PL4.5**

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**PL4.1**

**Juno Baik, Youngjoo Kim, Sun-Young Lee and Sunjin Lee - Cognitive and psychological constraints on SLA: English-speaking L2 learners of Korean in a missionary program.**

This study investigates how L2 learners' cognitive and psychological factors affect acquisition of Korean as a second language. An experiment was conducted with 24 advanced English-speaking learners of Korean from a missionary program in an American university, measuring their grammatical judgment ability, overall Korean proficiency, language aptitude, working memory and anxiety. The study conducted three statistical analyses such as correlation analysis, multiple regression, factor analysis. The correlation analysis showed that language aptitude measures such as sound discrimination and working memory highly correlated with 84% of the individual grammatical categories measured whereas the effects of psychological measures such as motivation and anxiety were limited or indirect. A multiple regression analysis revealed that working memory, sound discrimination, integrative motivation, and language analysis explained 53% of the scores of grammaticality judgment test (GJT). A further analysis of the grammatical categories with a factor analysis showed that the four factors explained 71% of the GJT score, and that a group of grammatical categories such as topic marker and word ending for past recall combined with noun modifier did not seem to develop as overall Korean proficiency increased. Implications of this study regarding this particular group of participants were also discussed.

**PL4.2**

**Dr Shirley O'Neill - Using assessment to feedback into improving ESL students' persuasive writing. Honing in the hotspots.**

The ability to write persuasively is highly pertinent to students' school and academic studies, their ongoing learning and lifelong literacy needs. It also underpins the composition of texts that discuss and compare, as well as the genre of editorial and complaint. Part of the challenge of writing persuasively requires students to bring both topic knowledge and knowledge of specific linguistic devices to the writing situation. This presentation examines sample texts in relation to NAPLAN's (2011) marking guide and the implications for students' learning and explicit teaching. Responding to "Learning a language is better than learning a sport" students' scripts showed a range of performance but overall strong evidence of understanding the persuasive genre and the ability to apply persuasive devices. These devices included use of personal opinion, appeals to reader's logic or values, conditional and emphatic statements, and ability to temper or modify their argument.

**PL4.3**

**Ms Cynthia Dodd - Building Intercultural Literacy: language meets culture in multi-modal texts Authentic, culturally-rich multi-media:- how do we use it generatively?- how do we measure students' understanding of it?**

Languages teachers need a new global competence, a new set of standards that go beyond language proficiency and include the ability to teach students about the structure and unique characteristics of the target language, and its relationship to other world languages. They also need to be able to mine the riches of culture embedded in the language through exploration of contemporary trends in the target culture and society, of the regional and cultural diversity of the country, and of the target country's cultural history.

This snapshot aims to demonstrate how beginner learners of a language can achieve early success and linguistic and intercultural growth through the use of appropriate multi-model texts and considered pedagogy.

The snapshot will be conducted mainly in Japanese. However, those with no Japanese language are encouraged to attend.

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**2:20 – 2:55**

**Choose Another from PL4.4, PL4.5, or PL 4.6**

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**PL4.4**

**Mrs May Kwan - Secondary students views and perceptions on languages other than English in Independent Schools Queensland**

Data collected by Independent Schools Queensland over a number of years indicated that the number of students studying a language other than English (LOTE) beyond the compulsory years was low. There were many factors that impacted on whether students continue with the learning of languages or not. This study looked at one aspect - the opinions and perspectives of secondary students. Very often their voices are not heard.

The report *Secondary students views and perceptions on languages other than English in Independent Schools Queensland (2011)* \*was an endeavour to find out what students think of their language learning experiences. But importantly it provided essential information for our teachers and schools in order to assist them when reviewing language programs and reflecting on practice. It provided responses to the following questions:

Do students like learning by LOTE?

What are their future intentions - to continue with LOTE or not?

What are the reasons for not continuing with LOTE?

Why did the students initially decide to learn a LOTE?

What do students like when learning by LOTE?

What would students like more time doing?

Do students think people should learn a LOTE?

\*Funded through the Australian Government under the National Asian Languages and Studies in Schools Program (NALSSP) and School Languages Program (SLP).

**PL4.5**

**Abdulrahman Alhaidari - The impact of the context of culture on the teaching of English in Saudi Arabia.**

Although the educational system in Saudi Arabia has gone through remarkable developments, the context of teaching English in the region still seems to undergo many dilemmas. Previous studies tried to provide remedies for many issues facing language teachers, such as: traditional methods of teachings, the lack of emphasis on communicative language, reliance on rote learning.

This study theorises that many of these studies seem to lack a wider understanding of the context of teaching language in this specific region. The aim of this paper is to review major factors influencing English pedagogy that are commonly overlooked in these studies. The first factor is the predominant theories and practice related to teaching native Arabic language, and how it affects the methods of teaching English. The second factor is the ideologies underpinning the implementation of English language in Saudi education. The study presents several examples of how ideology interferes with the planning and teaching of English in a Saudi school. It also presents a short discussion of the new curriculum being trialled, and the possible indications of a possible shift from a decontextualised to a socialised theory of language teaching.

PL4.6

**Juyeon Nam, Youngjoo Kim, Sun-Young Lee and Sunhee Lee - French Intermediate learners' acquisition of Korean as a second language.**

This study investigates the acquisition of Korean as a second language. The results of the experiment with 20 French intermediate learners of Korean showed high accuracy of grammaticality judgment in the order of 'honorific>negation>inflection>numeral pre-noun>particle>the ending of a word>voice'. The French learners do not have hard time to acquire honorific, negation and the objective case markers(-eul/leul) but comparing to other language speakers, they do have hard time to acquire subjective case markers(-i/ga). The participants easily acquire topic markers(-eun/neun) functioning as topic, contrast and emphasis. Besides, the participants also experience difficulties, same as other language speakers, to acquire the pre-final endings(-deo,-deon) meaning as retrospection. The results show that the longer time of learning periods they had, the more accurate grammatical ability they had. Implications of this study will be discussed especially regarding this group of French-speaking learners of Korean.

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**3:00 – 3:45**  
**Keynote**

**Denis Goodrum**  
**Leading for Change**

The role of leadership in scaffolding change and supporting growth within an educational team will be examined using an innovative digital source. The presentation will cover in a practical manner a repertoire of leadership understandings, skills and competencies that help all members of a professional learning community work together to improve pedagogy and student learning.

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**3:50 – 4:10**

**Presentation of prizes and acknowledgements**

**CONFERENCE CLOSE**

**Have a safe journey home**

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