

The Asian Conference on Education 2018

October 13-15, 2018

Toshi Center, Tokyo, Japan



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Conference Theme:

"Surviving and Thriving: Education in Times of Change"

- Japan and Asian Context



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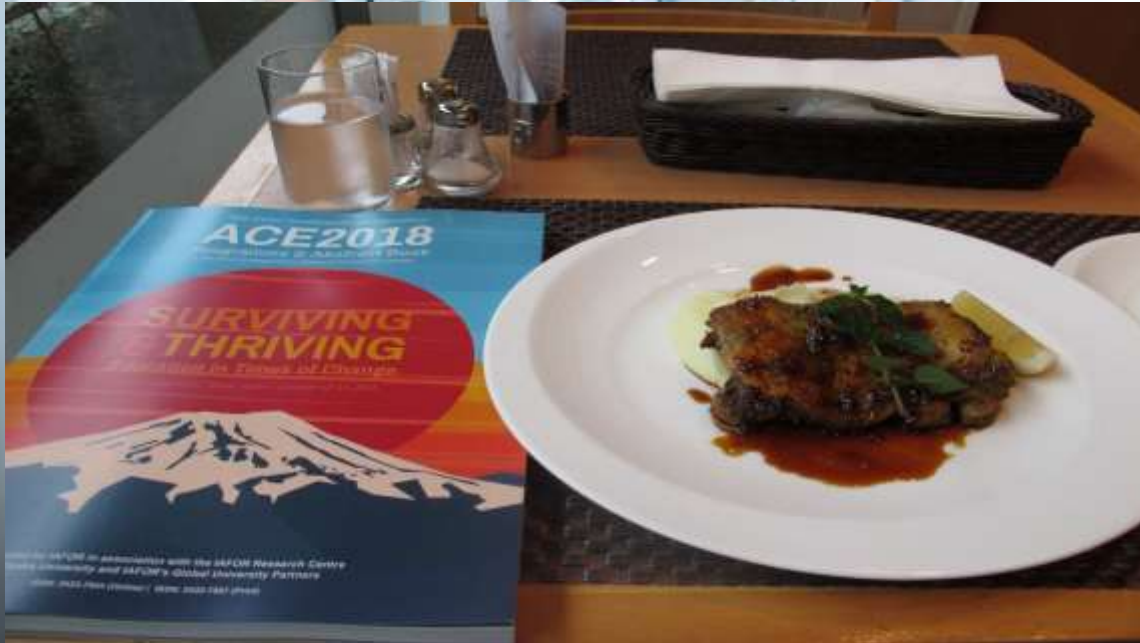
Opening Minds • Shaping the Future
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Enhancing students' motivation and engagement in the university ESL classroom: A Hong Kong Case Study

- > Asian learners are frequently considered 'passive, shy and/or quiet' (Exley, 2005). Murphy (1987) and Chan (1999) note that Chinese students rarely raise questions in class. Often learning passively, students rely on teachers delivered information, rote learning and memorization (Ballad and Clanchy, 1991). However, Asian (especially Hong Kong) societies are increasingly active online; secondary and tertiary students particularly so. According to Hong Kong Census and Statistics Department (2018), 88.6% of students aged 10 or above are connected to the Internet via personal portable devices. To enhance students' learning experience and teaching effectiveness, this pilot study investigates how the cloud-based technology, Nearpod and Pear Deck, affect teacher-student interaction among first-year university ESL classes. Existing materials in PowerPoint or Keynote format were uploaded to the Nearpod and Pear Deck instructor areas. Interactive elements were added, and the lesson was then broadcast online to students' portable devices. The instructor could choose to share polling responses or submission examples from the drawing tool or open-ended questions, thereby providing instant feedback. At the end of the term, each student completed an online questionnaire commenting on the effectiveness or otherwise of these cloud-based technologies. The pilot study reflects that, most students favour the interactivity and engagement afforded by Nearpod and Pear Deck due to the strong instructor-student and student-student interaction as well as students' increased engagement. Nevertheless, a minority raised concerns regarding unstable institutional Wi-Fi connectivity. This study suggests that such technological deliverables can enhance learning autonomy and learning effectiveness amongst Asian students in tertiary ESL classes.



A Gourmet meal offered by Toshi Center Hotel



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Keynote Speakers' sessions

Dr Peter McCagg: Leadership and Innovation

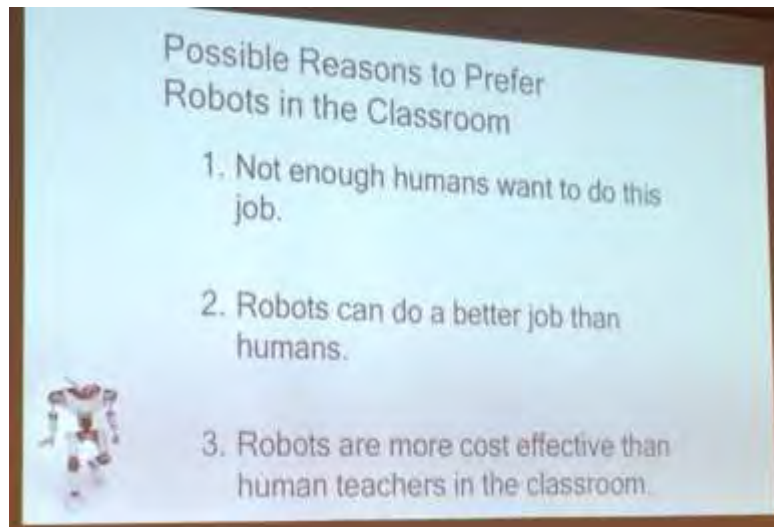
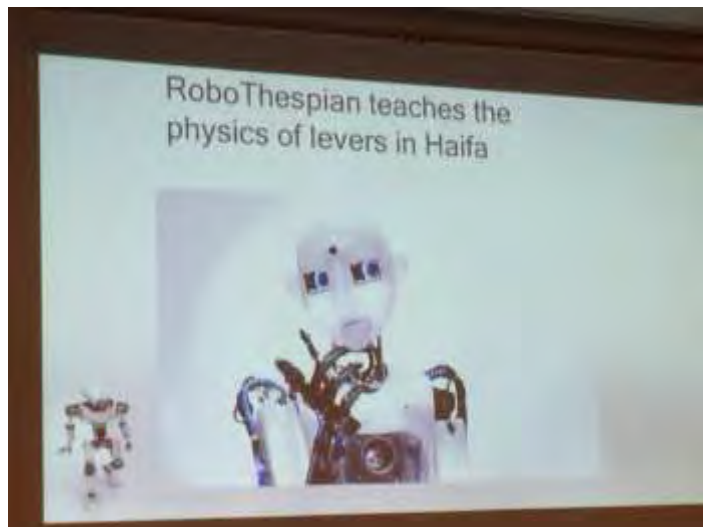


Dr Andy Curtis: Moving Forward by Going Back: Not Changing but Innovating



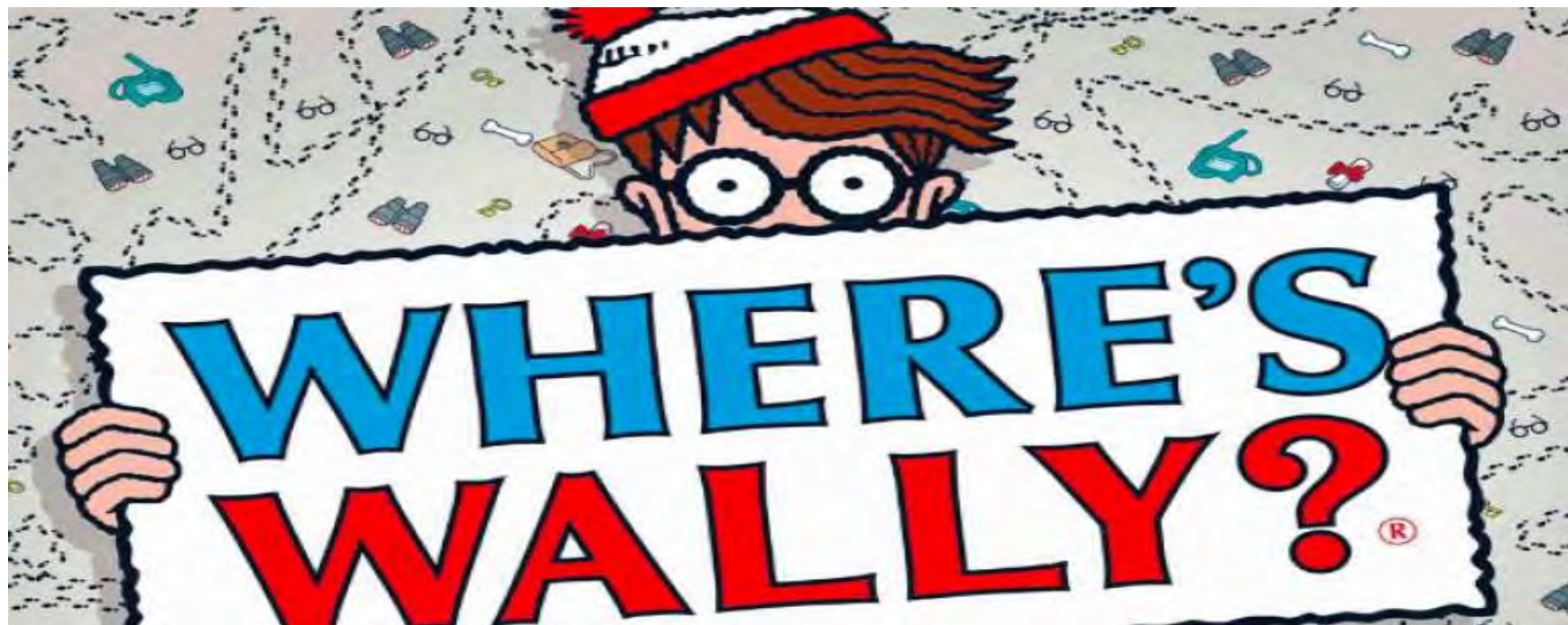
Keynote Speakers' sessions

Professor Keith W. Miller: Sophisticated Machines and Innovative Education: Who (or What) Will Thrive?

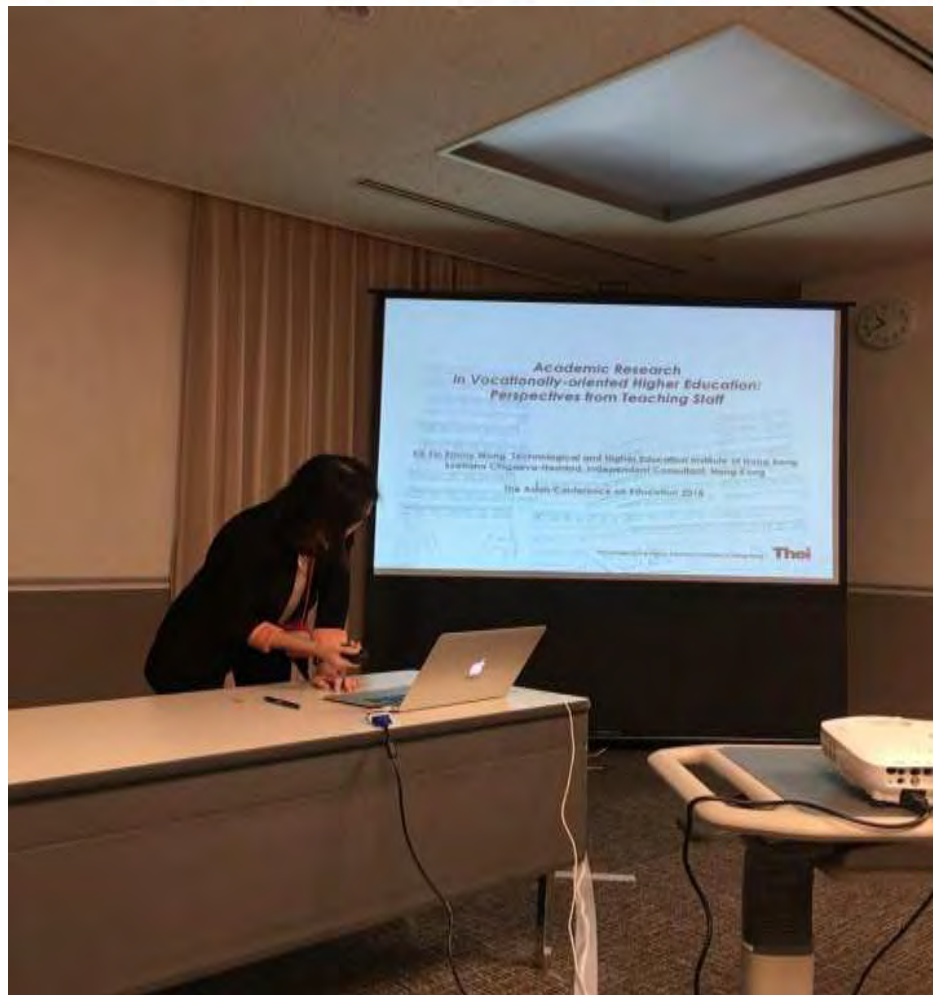


Poster Session





Where's our old friend?



Where's our old friend?



Post-conference Activities

The Tokyo Skytree



Tsukiji fish market



Ueno Park



New Toyosu market



FACILITATING THE WRITING
PROCESS IN A BLENDED LEARNING
ENVIRONMENT USING
GOOGLE DOCS

ADRIAN TING

**THE HONG KONG POLYTECHNIC
UNIVERSITY**

PEER EVALUATION: PAST EXPERIENCE

Challenges:

- Never a good time (e.g. 8.30am/2.30pm/evening; deadlines/midterms)
- Students don't always participate or prepare fully (weighting; don't bring drafts; giving minimal feedback)
- Difficult to manage (e.g. group; absentees/lateness; noisy)
- Difficult for the teacher to monitor progress
- Issues with peer feedback
- Perceived inability to give feedback

“If I could tell you what’s wrong with your Harvard style in-text citation, I’d be studying at Harvard, not PolyU!”



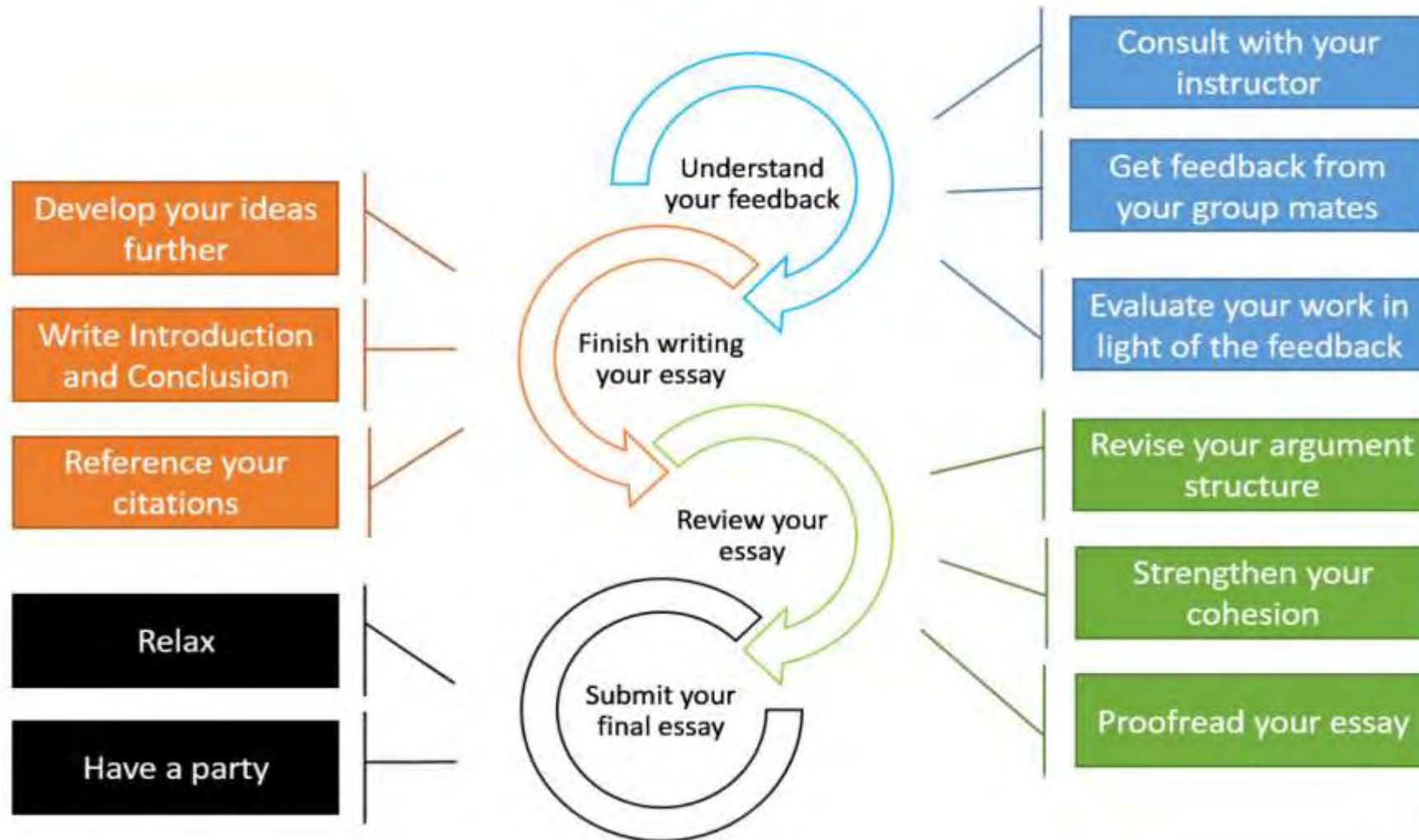
RATIONALE FOR USING GOOGLE DOCS

- Allows interactive collaboration out-of-class in a user-friendly **blended learning** environment (Godwin-Jones, 2008; Zhou, Simpson & Domizi, 2012)
- **User-friendly & easy to manage**, real-time changes automatically saved and keeps record of all edits
- Combine peer evaluation and teacher feedback/e-tutorial (Lin & Yang, 2013)
- Help students manage peer editing tasks (Ebadi & Rahmi, 2017; Suwantarathip & Wichadee, 2014; Yang, 2010)



Google Docs

THE WRITING PROCESS (AEUS)



STUDENTS

AEUS students

- Year I
- Hong Kong & Chinese undergraduates
- FAST students
- All completed EUS



PROCEDURES



WEEK 9

Students create Google Docs of their essay draft

In pairs, students read each other's draft and edit/give comments (structure, language, [counter]arguments, ref)



WEEK 10

Teacher provides feedback and respond to comments when appropriate

Students read feedback



WEEKS 11-13

- Students continue to revise draft based on feedback received.

- In-class follow up: students raise/discuss questions

Does free trade benefit China?

Free trade generally refers to the flow of goods and services from one country to another without barriers. Since late 20th century, China has opened up its market to the outside world under the announcement of "Open Door Policy" initiated by Deng Xiaoping. China's international trade volume has increased efficaciously since then (Lee, 1994). In 2001, China joined World Trade Organization. It was a mile stone for China to participate in international trade and achieve free trade. Free trade brings many benefits to China but it also harms her in several ways. Investigating this topic can help China to determine whether joining free trade is a wise choice or not. Supporters of free trade mainly focus on greater access to the overseas market (Zhang, Zhang & Fung, 2007) and job opportunities brought by reallocation of production processes to China (Douglas, 2015; Fang, Olsson & Sporrang, 2004). Dissenters concern about the severe trade competition (Song & Yuan, 2012) and doubt the quality of jobs brought by manufacturing development under trade liberalization (Rasiah, Kong & Vinanchiarachi, 2011). They also argue that workers' right is being ignored (Watch China Labour, 2011) and their labour is being exploited (Radin & Calkins, 2006). After examining the arguments, this essay opposes that free trade is beneficial to China.

Free trade is more likely to benefit China from better access to the overseas market and helps China to reach more customers at a lower cost. Take the ASEAN (Association of Southeast Asian Nations)-China free trade agreements as an example. Zhang, Zhang and Fung (2007) argue that it might be beneficial for China to sign up the ASEAN-China free trade agreements as she can better access to ASEAN's large number of consumers. Under the free trade agreements, each party should follow

may be too restricting. As previous researchers have found, looking for



overseas market/oversea market



Adrian Ting

Check usage



plural?

Calkins, 2006). After examining the arguments, this essay opposes that free trade is beneficial to China.

Free trade is more likely to benefit China from better access to the overseas market and helps China to reach more customers at a lower cost. Take the ASEAN (Association of Southeast Asian Nations)-China free trade agreements as an example. Zhang, Zhang and Fung (2007) argue that it might be beneficial for China to sign up the ASEAN-China free trade agreements as she can better access to ASEAN's large number of consumers. Under the free trade agreements, each party should follow some guidelines such as removing the quantitative restrictions on goods, identifying and eliminating the non-tariff barriers, lowering the tariffs to 0 to 5 percent on most of the commodities (Association of Southeast Asian Nations, 2004). With fewer trade barriers, it appears that China's services and products can enter the oversea market more easily and reach more customers at a lower cost. Conversely, other countries can also enter the overseas markets under the free trade agreements, and they may compete with China. According to Song and Yuan (2012), it is possible that the export competition between China and members of trading agreements would be triggered if the members are developing countries which are less developed than China. The reason behind is that their exports are similar to China's but at a lower price. Since quite a number of the members in ASEAN are less developed than China, such as Indonesia, Thailand and Cambodia, export competition may arise between China and them as their exports are similar. As the countries can export goods and services at a price lower than that of China, the importers would like to import from them instead



plural?



Adrian Ting

Is there a better way to express this kind of figures?



i think use behind would be better



it needs to be a complete sentence?

But the key problem with this explanation is that it is based on common sense and theoretical studies, which may not match with reality. Lewis (2018) investigated 190 of U.S. mass murder incidents from 2009 to 2015, he found that the number of incidents of the ten strictest gun control states had nearly doubled from that (those) with least strict. This result shows a similarity with Lindgren's finding. Referring to the finding of Lindgren (2015), nearly all mass killings of the number of victims above four since 1950 have taken place in gun-free zones. Such a relationship may prove that massive shootings are more likely to occur in the gun-free zones because of the higher intention of murderers to choose gun-free zones as places for massive killings. This phenomenon can be explained as people in gun-free zones do not have a chance against the murderer. If the same situation occurred in gun-required zones, the number of victims may decrease. Since people are carrying guns for self-defense, they may shoot the culprit before there are more victims.

Secondly, another significant aspect of the gun ownership debate is the need for self-defense gun-use. Among the 1,940 United States respondents in the study of Azrael and Hemenway (2000), hostile gun displays at home against family members are probably more usual than self-defense. Also, people without a gun are not unarmed, while other everyday life tools including knives or ball bats have

higher potential than guns to defend oneself. (It would be better if explain the reason why daily tools have higher potential of self-defense). Therefore, the usage of guns is likely to intimidate and frighten others instead of self-defense. Besides, the need for gun ownership seems to be weaken as guns may be replaced by other easily accessible weapons.

However, the main weakness of this argument is that these results were based on data from almost 20 years ago, and they may not be suitable for the current condition. The usage of guns may be for



Adrian Ting

Resolve



You still haven't mentioned any theoretical studies.

Reply...



Adrian Ting

Report

Think about how this can be better written.

Secondly, another significant aspect of the gun ownership debate is the need for self-defense gun-use. Among the 1,940 United States respondents in the study of Azrael and Hemenway (2000), hostile gun displays at home against family members are probably more usual than self-defense. Also, people without a gun are not unarmed, while other everyday life tools including knives or ball bats have higher potential than guns to defend oneself. (It would be better if explain the reason why daily tools have higher potential of self-defense). Therefore, the usage of guns is likely to intimidate and frighten others instead of self-defense. Besides, the need for gun ownership seems to be weakened as guns may be replaced by other easily accessible weapons.

However, the main weakness of this argument is that these results were based on data from almost 20 years ago, and they may not be suitable for the current condition. The usage of guns may be for warning and caveat, since the hostile gun displays have already caused a certain warning signal for people who intended to injure someone. Also, the effect of such a warning is not significant because the existence of guns may already stop or prevent some crimes to happen. By logical thinking, people will choose an easier target to attack instead of a difficult one. Although the usage of guns to prevent crimes may not be obvious, guns still gain their values. In addition, the interest of self-defense using guns will be increased when people think their personal safety is under risk. From the research by Gunn, ter Horst, Markossian and Molina (2018), they emphasized that both the impact of massive shootings issue and gun control debate may increase the willingness of people to own guns, which is in terms of self-protection. As a result, the need for self-defense gun usage still exists and remain valid.



Adrian Ting
3:34 PM Today

What do you mean? Is this a counter argument?



Adrian Ting
3:35 PM Today

But we are writing about guns in this essay.



Adrian Ting
3:37 PM Today

Yes, I agree with your peer. You should focus on using guns for self-defense, including knife attacks.

STUDENT FEEDBACK

Experience using Google Docs for peer editing

- Good to receive feedback from my teacher, not just from my friend, because s/he might be wrong
- Easy to edit, no need to constantly save files and email them to each other
- No printing of hard copies
- Only need to read one draft
- Peer feedback makes me think critically of my essay
- Makes me more critical of other's writing
- Peer editing not so useful for me

CONCLUSION

- Google Docs facilitates collaborative blended learning activities
- Students found the tool useful for peer evaluation
- Enabled students to give constructive feedback
- Teacher participation required
- Other issues (e.g. motivation)

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Lin, W. C., & Yang, S. C. (2013). Exploring the roles of Google Docs and peer e-tutors in English writing. *English Teaching: Practice and Critique*, 12(1), 79–90.

Suwantarathip, O., & Wichadee, S. (2014). The effects of collaborative writing activity using Google Docs on students' writing abilities. *Turkish Online Journal of Educational Technology*, 13(2), 148–156.

Yang, C. C. R. (2010). Using Google Docs to facilitate collaborative writing in an English Language classroom practice. *TESL-EJ*, 14(3), 1–6.

Zhou, W., Simpson, E., & Domizi, D. P. (2012). Google Docs in an out-of-class collaborative writing activity. *International Journal of Teaching and Learning in Higher Education*, 24 (3), 359–375.

Q & A

Any questions?



T E A C H E R S
A S L E A R N E R S

15 - 17 FEB 2019, PHNOM PENH, CAMBODIA



CAMTESOL
15th Annual
CamTESOL
Conference
on English Language Teaching

Conference Sharing Session

July 10, 2019

Lucas Kohnke



CAMTESOL 2019

- 1,700 participants
- 34 countries
- 42 sessions
- Mobile app*





Prof. Anne Burns

- Teachers as learners about research
 - Teachers can extend their professional learning by becoming researchers of their classrooms.
- Ways of knowing for teaching learning
 - What is it that a language teacher must come to know in order to be a competent professional?

CamTESOL Plenary Speaker

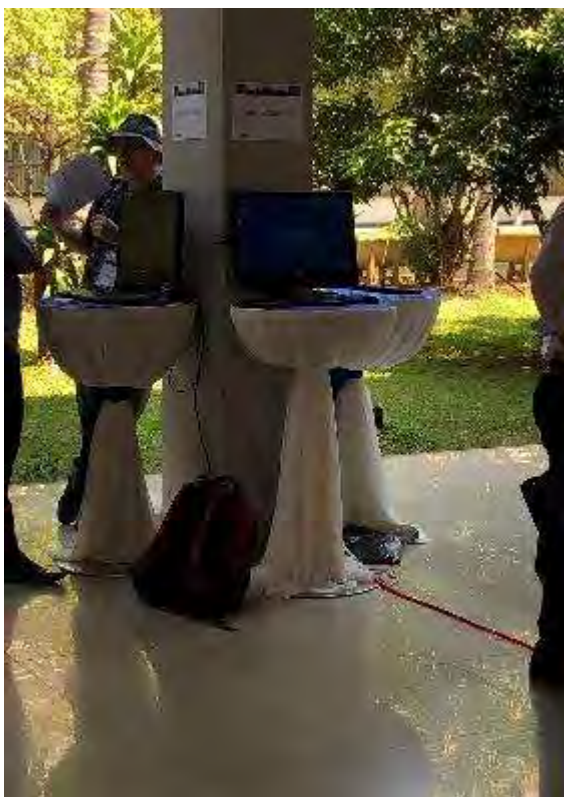


Prof. Anne Burns

Professor of TESOL



UNSW



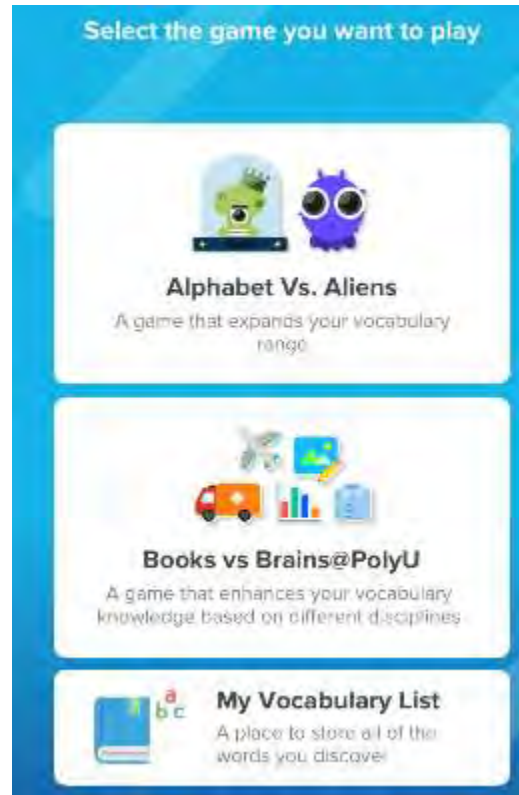
Pretty nice...



Back to Basic

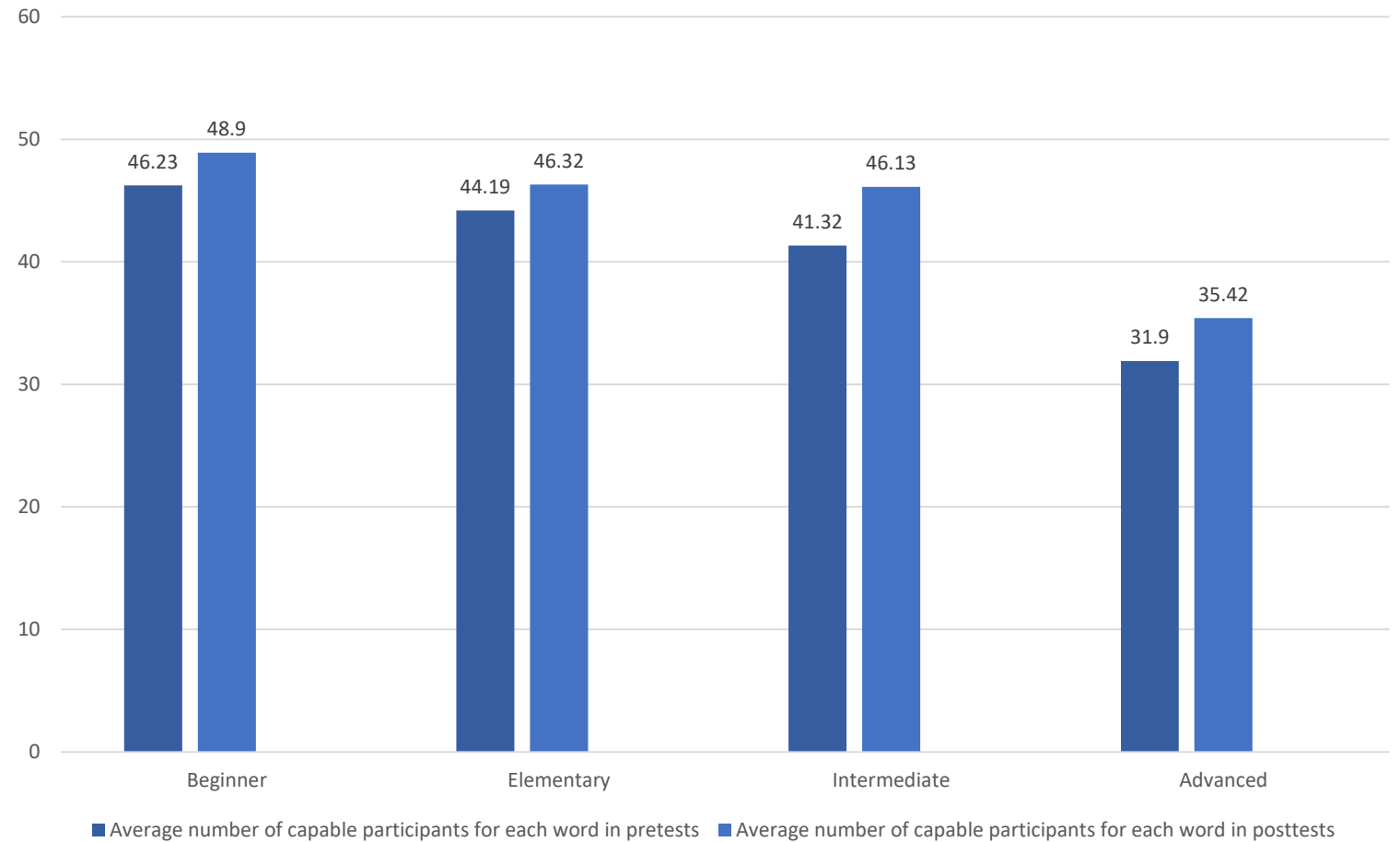
Food?





Presentation topic

Preliminary
Study
n=58



Want to know more?

Preliminary results published

Kohnke, L., Zhang, R. & Zou, D. (2019). Using Mobile Vocabulary Learning Apps as Aids to Knowledge Retention: Business Vocabulary Acquisition. *The Journal of Asia TEFL*, 16(2), 683-690.

<http://dx.doi.org/10.18823/asiatefl.2019.16.2.16.683>



T E A C H E R S
A S L E A R N E R S

15 - 17 FEB 2019, PHNOM PENH, CAMBODIA



CAMTESOL
15th Annual
CamTESOL
Conference
on English Language Teaching

Conference Sharing

...

Where shall we go...?

Tbilisi, Georgia: 9th International Research Conference on Education, Language, and Literature
(IRCEELT 2019)

Tashkent, Uzbekistan: 9th Annual Conference on Foreign Language Teaching and Applied
Linguistics (FLTAL)


Kaohsiung, Taiwan: 2019 International Conference on English Language Teaching

Melaka, Malaysia: INTERNATIONAL CONFERENCE ON CREATIVE TEACHING,
ASSESSMENT AND RESEARCH IN THE ENGLISH LANGUAGE (ICCTAR 2019)

Bangkok, Thailand: The 17th Asia TEFL International Conference & The 6th FLLT International
Conference

Istanbul, Turkey: The 2nd International Conference on Language, Education, and Culture
(ICLEC)

Tbilisi, Georgia



A clinical examination of the
use and misuse of individual
consultations within ELT
through a qualitative lens

Geff HEATHMAN

Hong Kong Polytechnic University





Research Questions

1. What are student perceived expectations and outcomes for the use of individual consultations?

1. How do students prepare for individual consultations?

Future:

What discrepancies are there between student and teacher expectations regarding the use of individual consultations?

Survey Design

Pre-consultation questionnaire

- 4 short open-ended questions
- 1 Multiple choice question
- 1 Yes–no question

Post-consultation questionnaire

- 1 Yes–no question
- 2 Multiple choice questions
- 2 short open-ended questions

All questions were mandatory

Results...

Pre-consultation

Who should be responsible for guiding the discussion during the draft consultation?

The instructor

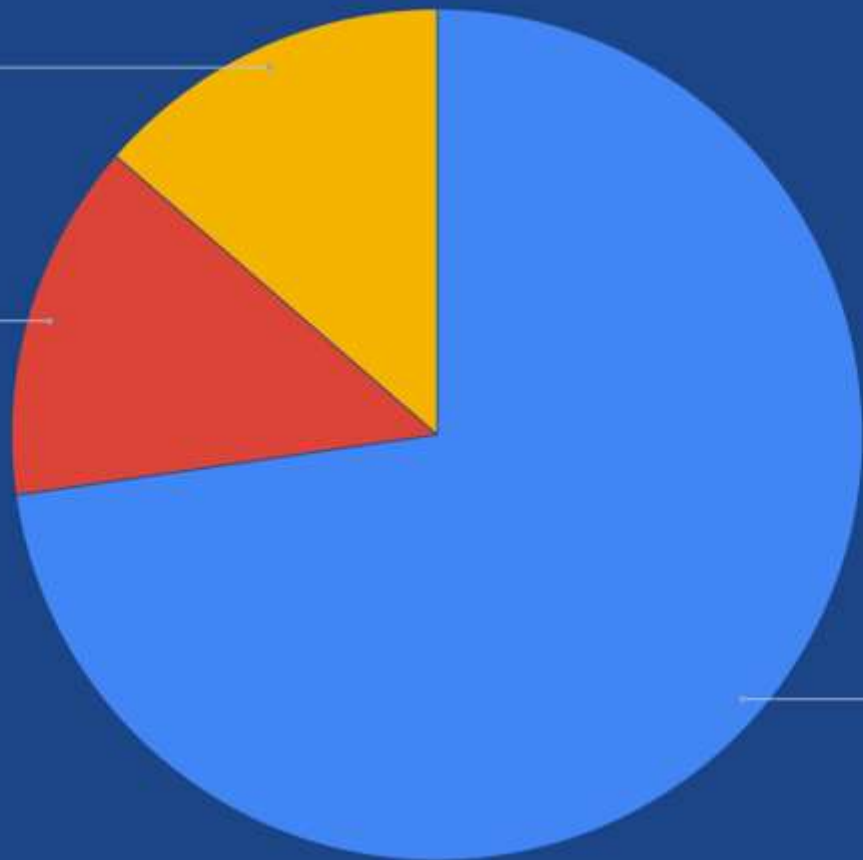
13.6%

The student writer

13.6%

Both the student and the instructor

72.7%



How should you prepare for the consultation?

Submit the draft

Think of some questions

Read my draft

What do you expect from your instructor during the consultation?

Give comments

Inspire insights

Explain expectations

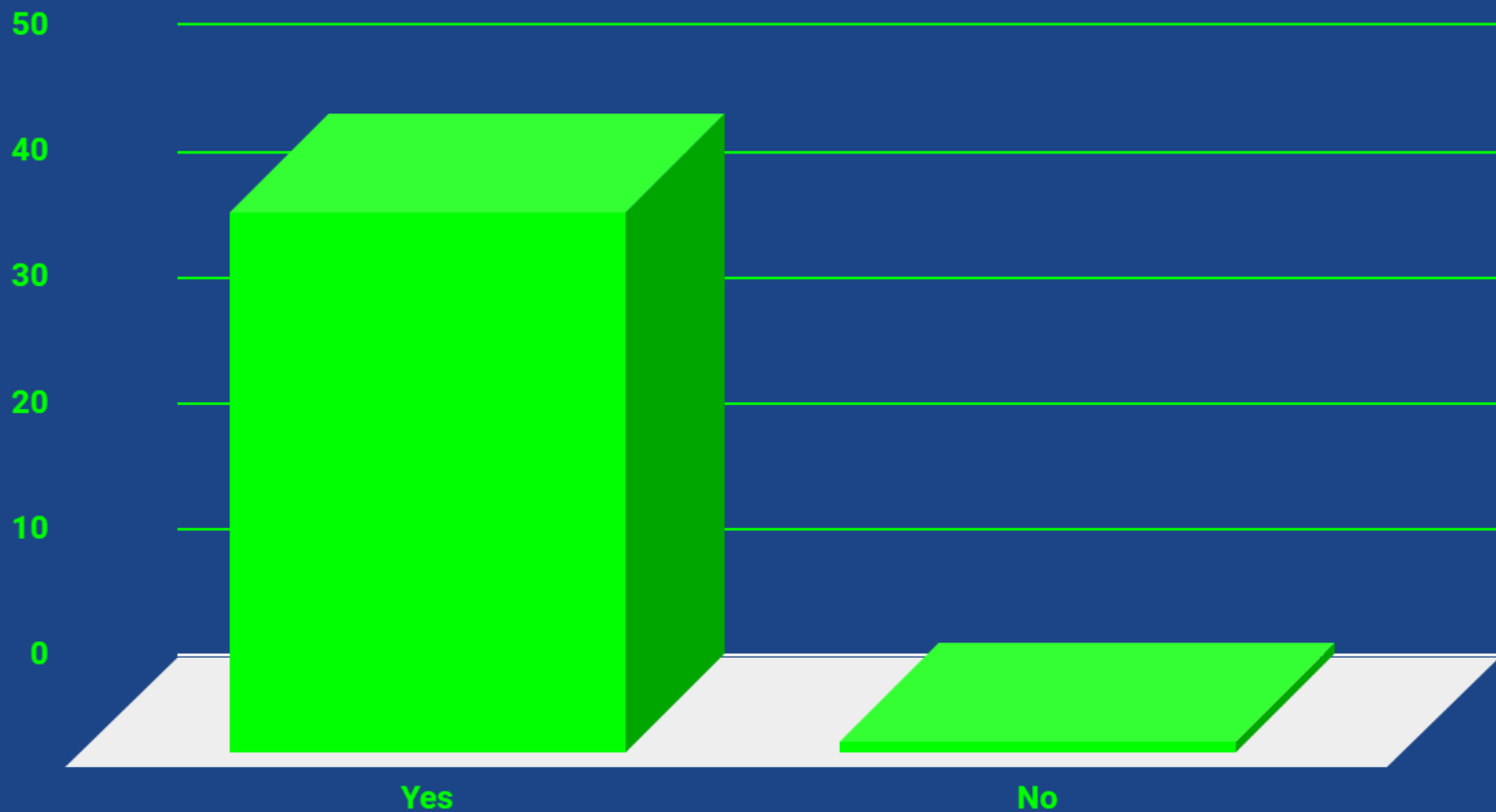
Solve my problems

Provide advice

Give feedback

Check my writing

Should you ask questions during the draft consultation?



What do you think should be the most important outcome of the draft consultation?

Learn to write a good article

Know how to improve

Have a clear direction forward

Correct my mistakes

Get a good grade

Know if I am doing well or not

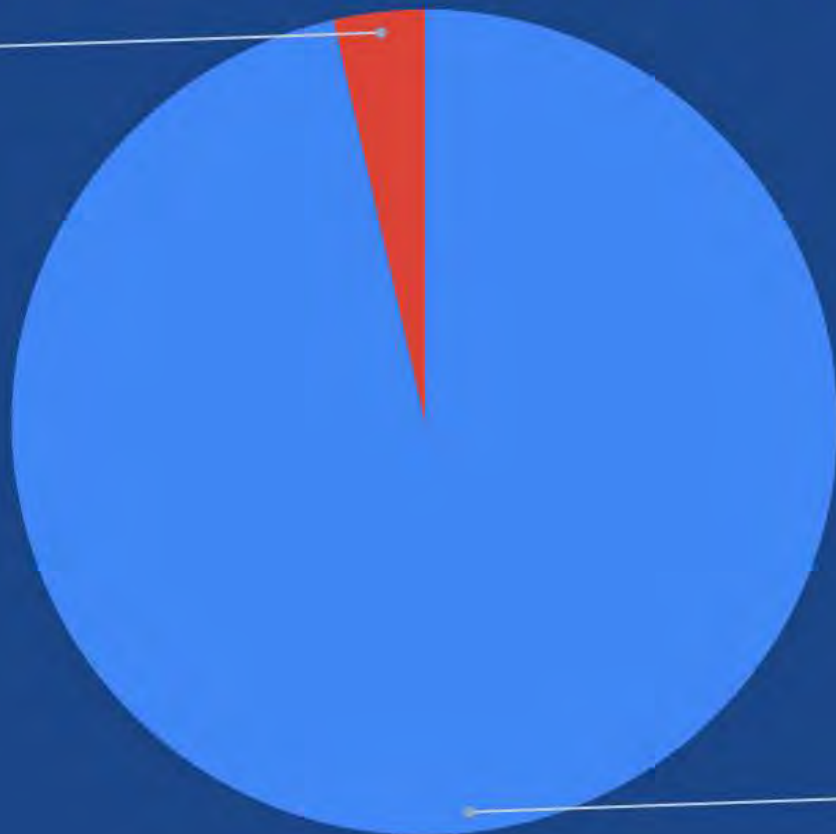
Results...

Post-consultation

Did the draft consultation match your expectations?

No

3.6%



Yes

96.4%

Before the consultation did you prepare any questions to ask your teacher?

No, I could not think of...

10.7%

Yes, I prepared 5 to 10...

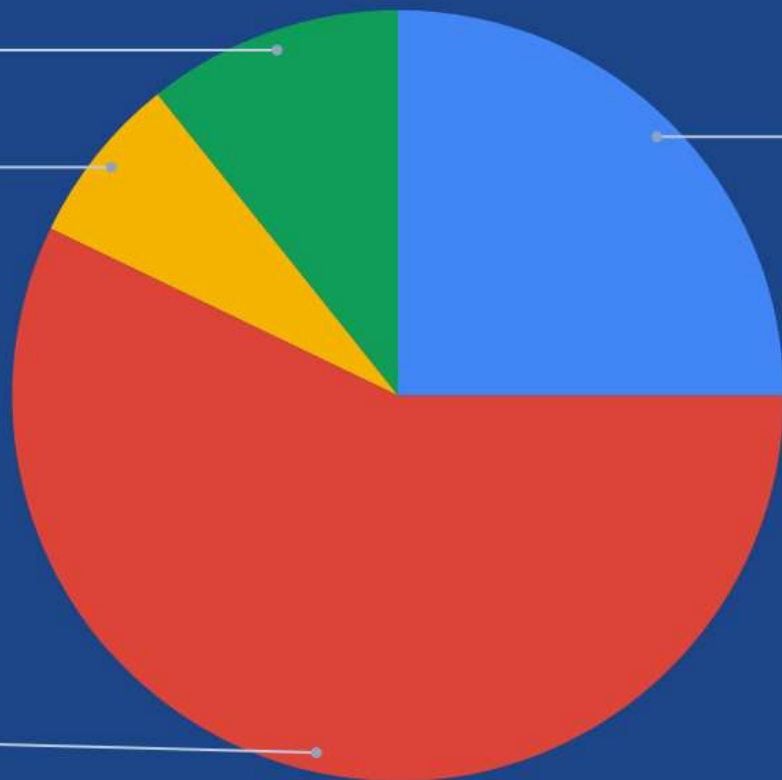
7.1%

Yes, I prepared 1 or 2 q...

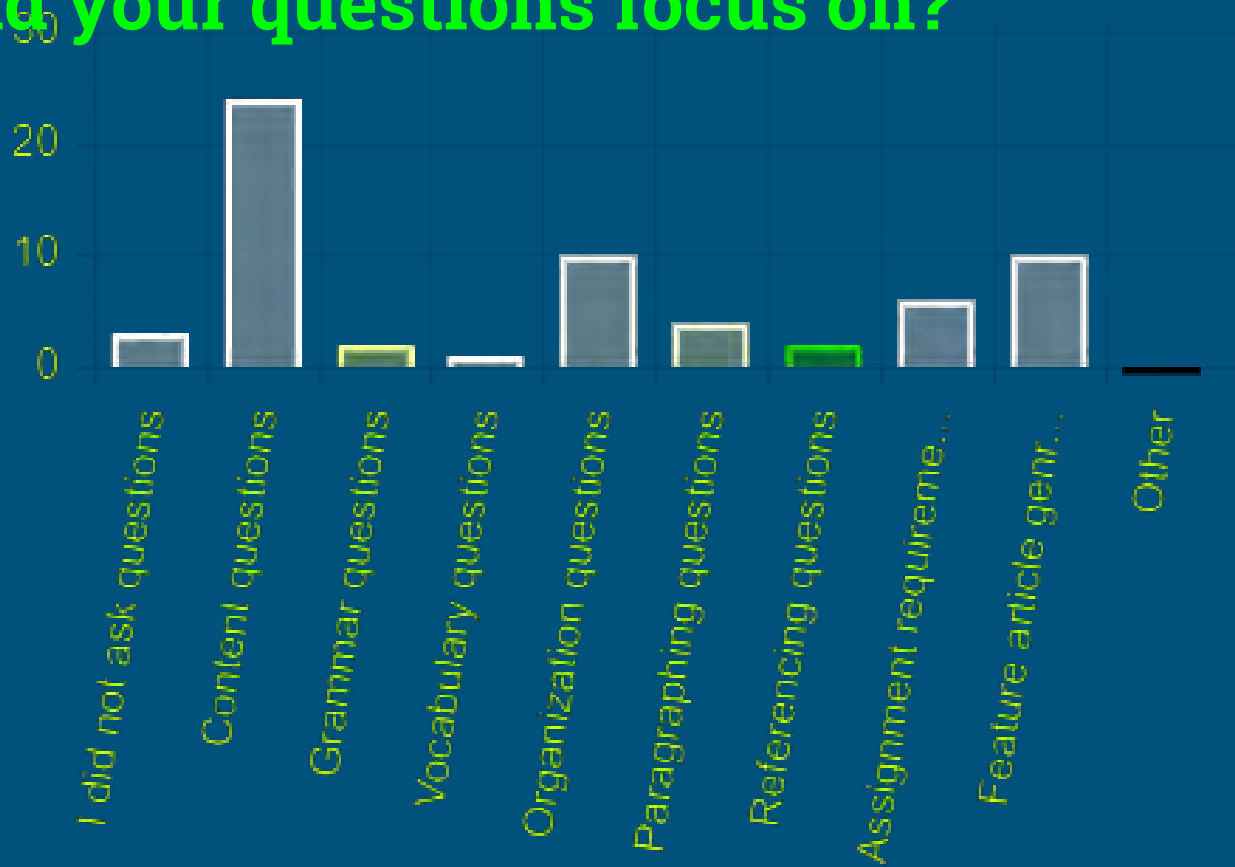
57.1%

Yes, I prepared 3 or 4 q...

25.0%



If you asked questions during the consultation, what did your questions focus on?



What was the most important outcome of your draft consultation?

Know how to improve

Understand better about the genre of writing

Understand the teacher's expectations

Understand the assessment requirement

Know my mistakes

What would have made the consultation better / more effective?

Provide a predicted grade

Provide printed advice

Provide sample questions that students could ask

Receive more detailed comments

Prepare more questions to ask

Have no idea

Discussion...

Discussion

What are student perceived expectations and outcomes for the use of individual consultations?

- Students are very positive about consultations
 - Value advice from teachers
 - Want to know areas for improvement
- Students want greater feedback
 - Predicted grade
 - Very detailed comments
- Students are unsure / unprepared about consultations

Discussion

How do students prepare for individual consultations?

- Students have very basic preparation for consultations
 - Write draft...
 - Have a few questions
- Students may need help in understanding how to prepare for consultations
- Students may be overly reliant on teacher input / direction

Melaka,
Malaysia



The collaborative processes and perspectives of online group writing

Research Questions:

- What are the students' perspectives on online group writing?
- What are the students' collaborative processes within online group writing?
- How could I facilitate online group writing in my classes?

Method

1. Written Reflection

- Submitted online through Blackboard on the submission date; students respond to three questions (helpful, difficult, improve)

1. Survey of students' perceptions (mySurvey)

- One short questionnaire
- 2 open ended questions & 2 yes/no questions
- All questions were mandatory
- Conducted one week after assignment submission

1. Analysis of Online Group Writing Process

Results...

Written Reflection

What did you find especially helpful in the collaborative group writing process?

- Generate more ideas
- Check/ monitor each other's writing
- Communicate with each other
- Increase confidence
- Work in areas of specialization
- Have a clear division of labour
- Have reliable teammates
- Have a clear project plan
- Increase efficiency
- Follow the writing process
- Consult group mates
- Have a clear schedule

What difficulties did you have in the collaborative group writing process?

- Difficult to organize/ integrate everyone's ideas
- Hard to reach a consensus due to differing opinions
- Different expectations within the group
- Lack of time / time management / procrastination
- Communication difficulties

How would you suggest improving the collaborative group writing process?

- Need a person in charge
- Need more discussion/ communication
- Need clear division of labour
- Need clear deadlines and meeting times
- Need more time
- Need everyone to help throughout

Results...

mySurvey

Write a few words or phrases that describe the greatest benefits of using a shared online document for a group assignment...

**Work more efficiently /
conveniently**

Work simultaneously

**Have better
collaboration /
cooperation**

**Can check
document
history**

**Work with
updated file**

Receive instant notifications

**Can check on
groupmates work**

Learn about writing

Write a few words or phrases that describe the greatest difficulties of using a shared online document for a group assignment...

No difficulties

Communication issues

Internet / stability

**Groupmates have
different ideas**

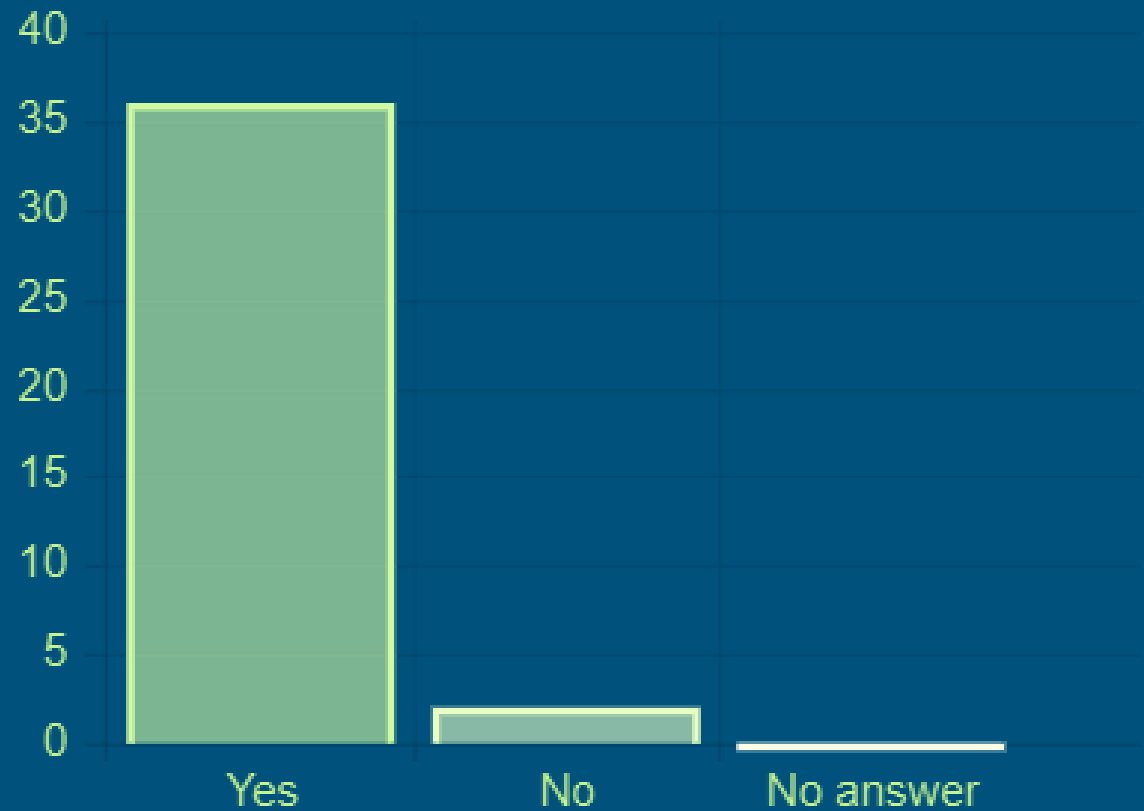
**Limited functionality of
the word processor**

**Others can
change your work**

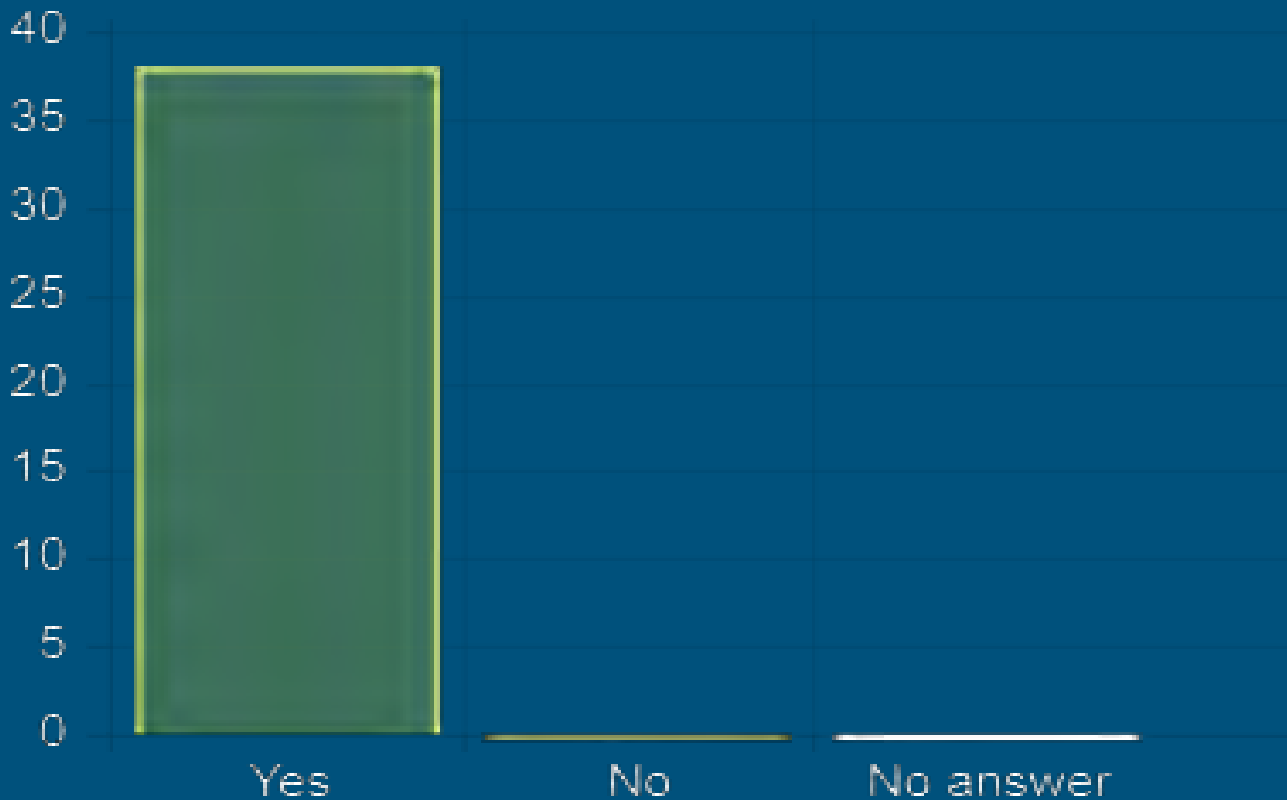
**Consistency (writing
style/ formatting...)**

Formatting issues

Before this semester, while working on a group assignment, have you ever shared an online document (i.e. Google doc, MS Word doc...) and collaboratively worked on the document with your groupmates?



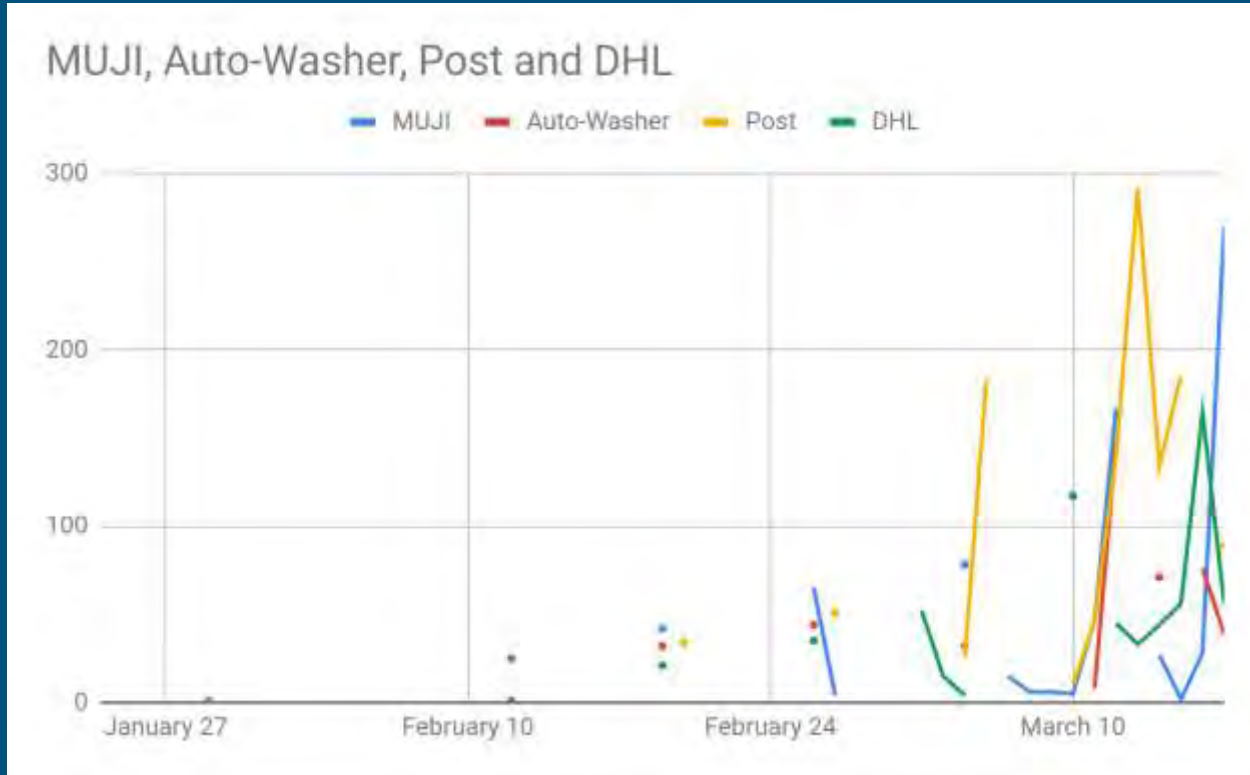
In the future, while working on a group assignment, will you share an online document (i.e. Google doc, MS Word doc...) and collaboratively work on the document with your groupmates?



Results...

Group Writing Process

Counts of Edits



Discussion

- Students have **very positive perceptions** about online group writing
 - Efficient, convenient, collaborative...
- Students **seem to appreciate** being able to view other groups' work on the big screen
- Students **seem to appreciate** the instructor commenting on their work on the big screen
- Students still **face the normal issues** in completing group work
 - Communication, cooperation, deadlines...

Discussion

- Students may need help through the group writing process
 - Creating & sharing a doc (ie **getting started!**)
 - Maintaining progress towards completion (**weekly check ups**)
 - Using collaborative features within Google docs
 - Creating tasks & calendar deadlines
 - Using suggestions & comments
 - Viewing version history