CONFERENCE PROGRAM

ICEEL 2021 2021 5th International Conference on Education and E-Learning

2021 11th International Conference on Languages, Literature and Linguistics ICLLL 2021

Virtual Conference November 11.5–11.7 2021

Sponsored By: 
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TSRU University
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Welcome Address

Dear All Participants,

We are pleased to welcome you to attend 2021 5th International Conference on Education and E-Learning (ICEEL 2021) and 2021 11th International Conference on Languages, Literature and Linguistics (ICLLL 2021). The Covid19 is today a worldwide pandemic. Borders are being closed and travel banned. In this situation we have made the difficult decision to convert ICEEL 2021&ICLLL 2021 to a virtual conference, considering the safety of all participants and the priority of the global health emergency. We were looking forward to seeing everyone during the period of November 05-07, 2021, in Tsuru University, Japan, but we are excited for the opportunity to innovate by creating an engaging virtual conference that will be rewarding for both presenters and attendees.

The conference has been planned so that participants from academic institutions, experts from industries and academia take part in the conference and share their experiences in Education and E-Learning, and Languages, Literature and Linguistics. Our field is enriched by the dialogue among colleagues from around the world which occurs during presentation sessions as well as informal conversations. We hope this is a memorable and valuable experience for you, and that you will enjoy discovering the research, practical knowledge, and personal contacts available to you.

Many members of the organizing team worked very hard to turn our initial visions for this conference into reality, we would like to warmly thank all organizing committee members for their dedication before and after this unique event. Your expertise, enthusiasm, and time commitment enabled us to prepare the final program. Our final thanks would go to the authors, thanks for your support to our conference.

We hope that all participants and other interested readers benefit from and enjoy the presentations and proceedings and also find it stimulating in this process. We pursue higher and better international conference, your suggestions and comments are welcome.

With Warmest Regards

Conference Organizing Committee

ICEEL 2021&ICLLL 2021
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Essential Information

Please make sure you are aware of the following details before the conference.

Meeting ID

MI:
Room will be open 30 mins in advance.

Testing Time

Check details of the testing time on Friday, November 05, 2021, and please enter the meeting room on time.

Name Setting

Keynote Speaker: Keynote-Name
Committee: Position-Name
Author: Paper ID-Name
Listener: Listener-Name

Time Zone

UTC/GMT+8
Time in Beijing
Please be aware of time difference between this and your region/country

Zoom Guidance
UTC/GMT+8| November 05-07
Zoom Guidance
UTC/GMT+8 | November 05-07

Join a Meeting
Each meeting has a unique 9, 10, or 11-digit number called a meeting ID that will be required to join a Zoom meeting.

Download
URL: https://zoom.us/download

Assistant 1
For any questions on the meeting day, you can text privately to "Assistant 1" for help.

Audio muted and video off (both indicated by a red slash).
Click to open the Chat box. This will allow you to chat with Hosts and Participants.
To share screen or contents.
Click to open the Reactions box. This will allow you to “Raise Hand”.

UTC/GMT+8 | November 05-07
## Zoom Test Timetable

**November 05 | Friday UTC/GMT+8 | Beijing Local Time**

### Zoom Link

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<th>Time</th>
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Password: iceel | Zoom Link: https://zoom.us/j/97956370592  
Password: iceel |
| 10:00-10:30   | Session 1                             | Session 2        |
|               | RA2041 RA2027 RA2039 RA2045 RA1006-A RA2040  
RA3005 RA2031 |
| 10:30-11:00   | Session 3                             | Session 4        |
|               | RA0003-A RA0030 RA0012-A RA0011-A SH3007  
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| 11:00-11:30   | Session 5                             | Session 6        |
|               | RA3018 RA2021 RA2038 RA2006 RA2011 RA3004  
RA2036-A RA3022 RA2008 RA3024 |
| 11:30-12:00   | Session 7                             |                  |
|               | RA0004 RA0035 RA0008 RA0005-A RA0015-A RA0013  
RA0034 RA1001-A RA0009-A RA3020 |                  |

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**Zoom Link:**

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  Password: iceel
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  Password: iceel

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**a)** We will test screen sharing, audio, video, and how to “Raise Hand” in Zoom. Please get your presentation slides and computer equipment prepared beforehand.

**b)** All the presenters are required to join the Zoom test on November 05, to ensure the next two-day meeting runs smoothly.
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<td>Opening Remarks</td>
<td>Conference Local Chair: Prof. Hywel Evans, Tsuru University, Japan</td>
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| 14:05-14:35  | Invited Speech                                                       | Title: Understanding, Readiness and Problems of Malay Language Teachers in Teaching Speaking Skills in Vernacular Schools  
Assoc. Prof. Chew Fong Peng, University of Malaya, Malaysia |
| 14:35-15:15  | Plenary Speech                                                       | Title: Challenges Developing Blended to Fully Online Teaching during the Covid-19 Pandemic  
Prof. Anja Pfennig, HTW-Berlin University of Applied Sciences, Germany |
| 15:15-15:30  | Group Photo / Break Time                                            |                                                                       |
| 15:30-16:00  | Invited Speech                                                       | Title: Teaching and Learning during the Covid 19 Pandemic: Skills and Challenges  
Assoc. Prof. Tan Choon Keong, Universiti Malaysia Sabah, Malaysia |
| 16:00-16:15  | Break Time                                                           |                                                                       |
| 16:15-18:30  | Session 1 Educational Informatization, E-Learning and M-Learning     | RA2041 RA2027 RA2039 RA2045 RA1006-A RA2040 RA2009 RA2025 RA3002        |

**Meeting Agenda**  
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Prof. Kuan-Chou Chen, Purdue University Northwest, USA |
| 10:15-10:50  | Keynote Speech: Title:  
Prof. Morris Jong, The Chinese University of Hong Kong, China |
| 10:50-11:00  | Break Time                                                           |
| 11:00-11:30  | Invited Speech: Title: Target-like Syntactic Representation: An investigation of L2 English plural morphemes by L1 Thai learners  
Assoc. Prof. Nattama Pongpairoj, Chulalongkorn University, Thailand |
| 11:30-12:00  | Invited Speech: Title: Supporting Dyslexic Children through Mobile Assistive Technology: During pandemic and beyond  
Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia |
| 12:00-13:30  | Lunch Time                                                          |
# Meeting Agenda

**November 06 Saturday**

**Zoom ID:** 92530299206  
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<td>13:30-14:00</td>
<td>Invited Speech</td>
<td>Improving the English Speaking Skills and Phonological Working Memory of Chinese Primary Efl Learners with a Verbotonal Approach</td>
<td>Assoc. Prof. Yan Yang, Kunming University of Science and Technology, China</td>
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<td>14:00-14:30</td>
<td>Invited Speech</td>
<td>Effects of L2-English on L1-Turkish Causal Structures Elicited in Frog Story Narratives by 5- and 7-year-old Children</td>
<td>Asst. Prof. Asli Aktan-Erciyes, Kadir Has University of Istanbul, Turkey</td>
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<td>14:30-15:15</td>
<td>Keynote Speech</td>
<td>The Place of Linguistic Discourse in the General Architecture of Human Cognition</td>
<td>Prof. Sergey Avrutin, Utrecht University, Netherlands</td>
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<td>15:15-15:45</td>
<td>Plenary Speech</td>
<td>Design for Digital Media: Challenges, methodologies and case studies</td>
<td>Prof. Nuno Martins, Polytechnic Institute of Cavado and Ave, Portugal</td>
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<td>15:45-16:15</td>
<td>Invited Speech</td>
<td>Technology-Enhanced Inclusion</td>
<td>Asst. Prof. Tânia Rocha, University of Trás-os-Montes e Alto Douro and INESC TEC, Portugal</td>
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**16:30-18:45**  
**Session 2 Educational Management, Educational Statistics and Psychology**  
RA2030 RA2024 RA2042 RA2044 RA2020 RA2014 RA2016 RA3005 RA2031  
**Zoom Link:** [https://zoom.us/j/92530299206](https://zoom.us/j/92530299206)  
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**Session 3 Literature and Discourse Analysis**  
RA0003-A RA0030 RA0012-A RA0011-A SH3007 RA1002 RA0031 RA0037-A RA0007-A  
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<td>Session 5 Online Learning, MOOC and Blended Learning RA3018 RA2021 RA2038 RA2006 RA2011 RA3004 RA2037 RA2035 RA3013 RA2007</td>
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<td>14:00-16:30</td>
<td>Session 7 Linguistics and Language Teaching RA0004 RA0035 RA0008 RA0005-A RA0015-A RA0013 RA0034 RA1001-A RA0009-A RA3020</td>
<td><a href="https://zoom.us/j/92530299206">https://zoom.us/j/92530299206</a></td>
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Abstract: The purpose of this study was to determine the teachers' understanding, readiness and problems in teaching and learning of speaking skills to non-native speakers in vernacular schools. Mixed methods of quantitative and qualitative were used in this study. The data obtained will be analysed by using Statistical Packages for Social Sciences (SPSS) version 23.0. This study applied the theory of Monitor as a guide in teaching Malay Language in the National-type Schools in the area of Kuala Lipis, Pahang. The respondents involved in the study consisted of 80 teachers and 160 pupils. The study indicated that the understanding (M = 4.43, SD = .514) and readiness (M = 4.43, SD = .507) of the Malay language teachers in vernacular schools were high. Correlation tests also showed that there was a significant relationship between teachers’ understanding and readiness. On the other hand, phonological error analysis showed that the highest pronunciation errors among the students was the word 'ungu', whereas the word with the least error was 'Rabu'. This study recommended that training for teachers needs to be enhanced in order to assist them to conduct good, quality and effective teaching and learning sessions.

Bio: Dr. Chew Fong Peng is Associate Professor at Faculty of Education, University of Malaya (UM), Malaysia and teaching Malay language education and early childhood education program. Presented approximately 166 working papers international and international seminars and conferences in Malaysia and foreign countries. Published 9 books, 111 articles published in journals, 72 papers in conference proceedings, 39 chapters in books, 21 translated books including creative writings, 11 edited books and edited creative writings. She is the book editor of Taylor & Francis, editor for Malaysian Year 4, 5 and 6 History textbook and Year 1 Arts and Music Education text books. Completed 19 research projects which 8 of them were led by Chew. She won many medals in academy and innovative expo. (Learn more from http://www.icil.org/invited.html)
Speech Title: Challenges Developing Blended to Fully Online Teaching During the Covid-19 Pandemic

Abstract: The blended learning concept of teaching material science at HTW Berlin comprising of inverted classroom lecture scenarios and lecture videos has been proven to be quite successful in terms of students’ motivation and self-attentiveness. Flipping the classroom is a method to let students study on their own and then take time to discuss their questions and do extended hands-on lectures or exercises in class – or in the case of the covid-19 pandemic during plenary online sessions. However, the implementation of lecture videos needs to follow a thread and be aligned with the course requirements. Lecture videos are definitely not a substitution for lecturers but a support for transferring theoretical knowledge into the practical requirements of now-a-day students. The self-study periods and (online) plenary sessions need to be guided carefully. To meet the course learning outcome and overcome the diversity of a first year class various practical leads have to be fulfilled to turn blended teaching into successful inverted classroom online teaching.

Bio: A. Pfennig was born in Büdelsdorf, Germany in 1970. She studied Minerology at the Rheinische Friedrich Wilhelms University Bonn, Germany, where she graduated in 1997. Her Ph.-D. in the field of ceramic moulds for liquid metal casting was earned in 2001 from the Friedrich Alexander University of Erlangen, Germany. She then worked for Siemens Energy in charge of ceramic shields for stationary gas turbines and transferred to Berlin in 2008 where she conducted scientific research on the oxidation of high temperature materials and corrosion behavior of steels used in Carbon Capture Techniques. 2009 she became full professor at the Applied University Berlin, HTW where she currently teaches material science for engineering students. Anja Pfennigs research interest and expertise is in the field of corrosion and corrosion fatigue of materials at high temperature and high pressure simulating geothermal environments. (Learn more from http://www.iceel.org/plenary.html)
Speech Title: Teaching and Learning during the Covid 19 Pandemic: Skills And Challenges

Abstract: Recently, more than 90 percent of the countries of the world were affected by the Coronavirus disease (COVID-19), which gave major impacts and losses to the economy and education sectors. Many countries including Malaysia temporarily shifted to a complete online learning mode for universities and schools throughout the country. Malaysia imposed the first movement control order (MCO) beginning March 2020 and subsequently the second MCO in September 2020 until the current writing of this paper. Teaching and learning for students was either conducted live via video conferencing (synchronous) with most engagement activities put as offline (asynchronous). Meanwhile, the government ruled that the traditional teaching and learning method was no longer an option for learning until the COVID-19 vaccination implementation is completed fully. This Higher Education of Malaysia ordered all institutions of higher learning to implement the online teaching and learning method throughout the pandemic. This may cause many challenges and difficulties for both the teachers and students due to many external factors such as insufficient gadgets for learning, lack of ICT skills for teaching and learning, lack of motivation among students, and other challenges. This paper evaluates the feedbacks of the students of a public higher learning institution in Sabah, Malaysia that implements the online learning during this pandemic. Various issues related to learning will be discussed. The author will also provide some recommendations to offset some of the challenges.

Bio: Assoc. Prof. Dr. Tan Choon Keong (PhD) is currently an Associate Professor with The Faculty of Psychology and Education in Universiti Malaysia Sabah (UMS) in Kota Kinabalu, Sabah, Malaysia. He has more than 18 years of experience as a lecturer in the discipline of e-learning, multimedia and educational technology at the university. Prior to this job attachment, he served as a secondary school teacher for 13 years specialising in the teaching of English Language and Social Sciences. His current research interest is the use of computer technology / educational technology to improve the learning of undergraduates and school children. He had published many research articles related to creativity in education, e-learning and multimedia for language learning in higher education.
Speech Title: Adopting Cooperative Learning to Enhance e-Learning

Abstract: Teaching virtually in the class, most educators are seeking the best learning strategies and the best way to apply them in order to allow students optimize their benefits from learning experiences. However, it has always been a challenge for both students and educators. While online teaching and e-Learning can be challenging, instructors must use an instructional model to implement practical strategies to ensure that students have an excellent learning experience. These strategies include technology usage, instructional materials development, teaching methods and activities to foster effective learning. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative learning activities can be used to supplement textbook instruction by providing students with opportunities to practice newly introduced or to review skills and concepts. Teachers can use cooperative learning activities to help students make connections between the concrete and abstract level of instruction through peer interactions and carefully designed activities. This presentation will demonstrate a variety of approaches to using cooperative learning approach and provide case studies to show how to Increase under e-learning environment student attendance, participation, and engagement.

Bio: Kuan-Chou Chen is the Associate Dean for Graduate Program and Research, Thomas M. McDermott Sr. Endowed Chair, Professor in Economic Development, Professor of Management Information Systems. He was the Department Head of Information Systems, Finance, and Business Analytics (2005-2016), as well as Interim Department Head of Department of Graduate Studies in Education (2013-2014) at Purdue University Northwest. He received his Ph.D. from Michigan State University and his MBA from National Cheng-Kung University in Taiwan. He specialized in computer programming, system simulation, project management, decision support systems, data mining, system analysis and design, e-business strategy and application, supply chain management, network design and security, knowledge management, and information economy. Professor Chen has more than 90 scholarly publications, most in peer-reviewed journals. (Learn more from [http://www.iceel.org/keynote.html](http://www.iceel.org/keynote.html))
Speech Title: Teachers’ Concerns about STEM Education: Experience from Hong Kong

Abstract: The acronym “STEM” (science, technology, engineering, and mathematics) has been a theme among global educators who have called for K-12 education reforms that will boost the competitiveness of the next generation of learners by nurturing their problem-solving ability and creativity. In the past few decades, many promising educational initiatives failed because teachers’ concerns about those initiatives were not rightly addressed. Although STEM education places significant emphasis on students’ self-directed and constructive role in the learning process, teachers still play a crucial role in scaffolding students to achieve the learning goals that underlie the STEM learning activities. This keynote speech aims to discuss the results of a study of Hong Kong teachers’ concerns about the implementation of STEM education in K-12 schooling grounded on the Concern-Based Adoption Model (CBAM). The findings provide educators, change facilitators and policymakers with vital strategic insights into promoting and supporting STEM education from the perspective of teachers—a salient stakeholder of education.

Bio: Professor Morris Jong obtained his Bachelor of Engineering degree (Electronic Engineering) from The Hong Kong Polytechnic University, Master of Science degree (Computer and Information Technology) from The University of Hong Kong, and Doctor of Philosophy (Education) from The Chinese University of Hong Kong (CUHK). He joined the Department of Curriculum and Instruction, CUHK in August 2009. Currently, Professor Jong is the Director of the Centre for Learning Sciences and Technologies, The Chinese University of Hong Kong. He is also the Co-Chair of the IEEE Education Society Technical Committee on Learning Sciences, as well as the Vice-President of the China Association for Educational Technology Professional Committee on Game-based Learning. Professor Jong’s research interests include learning sciences and technologies, as well as technology-enhanced pedagogic design and implementation. He won CUHK’s Best Innovation Award of Knowledge Transfer in 2013, the Asia-Pacific Society for Computers in Education’s Early Career Researcher Award in 2015, and CUHK’s Young Research Award in 2017. Besides academic research, Professor Jong has been active in serving the community. (Learn more from http://www.iceel.org/keynote.html)
Speech Title: Target-like Syntactic Representation: An Investigation of L2 English Plural Morphemes by L1 Thai Learners

Abstract: The present study aims to examine whether L1 Thai learners, whose first language lacks plural inflectional morphology, are able to acquire English regular and irregular plural morphemes. It also investigates whether variability of L2 English regular and irregular plural morphemes by L1 Thai learners is caused by target-like syntactic representations under the assumption of the Missing Surface Inflection Hypothesis (MSIH). The participants were 32 L1 Thai learners equally divided into two groups based on their English language proficiency levels: intermediate and advanced. Data were gathered from a cloze test (an offline task) and a picture description task (an online task). The results confirmed the Missing Surface Inflection Hypothesis (Lardiere, 1998; Prévost & White, 2000) and contradicted the Failed Functional Features Hypothesis (FFFH) (Hawkins & Chan, 1997; Franceschina, 2001). More specifically, the L1 Thai learners succeeded in acquiring English regular and irregular plural morphemes as their written production results on the cloze test were confirmed by the over 80% criterion of morpheme acquisition (Dulay & Burt, 1974). Furthermore, the participants’ variability in L2 oral production of English regular and irregular plural morphemes was assumably not due to a lack of grammatical representations of English plurality based on the FFFH, but rather the result of processing problems (Lardiere, 1998) and communication pressure (Chaengchenkit, 2011; Prevost and White, 1999; 2000). The study yields linguistic as well as pedagogical implications.

Bio: Nattama Pongpairoj is an associate professor at the English as an International Language Program (EIL), the Graduate School, and Head of the Applied Linguistics for Language Education Research Unit, Chulalongkorn University in Thailand. Her research interest lies in Second Language Acquisition, particularly L2 representation and processing.
Speech Title: Supporting Dyslexic Children through Mobile Assistive Technology: During pandemic and beyond.

Abstract: As the world is now struggling with the Covid-19 Pandemic, it also effects the educational institutions and those involved in education; teachers, parents and students. Home based schooling through online learning is the only option left. However, the new education platform brought along challenges that need to be addressed. For the special need children, the struggles are much more significant. One of the solutions for this issue is by embracing personalization through mobile assistive technology. This talk will explore about the use of tactile letters and mobile application for dyslexic children. It is hoped that this will eventually bring benefits for all stakeholders involved.

Bio: Dr Mariam Mohamad is a Senior Lecturer at Universiti Sains Malaysia, Penang Malaysia. Her research interest is in the field of mobile learning and mobile assistive technology. Dr Mariam was acknowledged as one of the pioneers from Malaysia in mobile learning research, in the book entitled Mobile Learning in Higher Education in the Asia-Pacific Region published by Springer. Her work also referred by UNESCO in the publication entitled; Turning on Mobile Learning: Illustrative Initiatives and Policy Implications. Dr. Mariam has extensive experience in disseminating her work internationally. She actively involves presenting her work in international conferences with ISI Web of Science and SCOPUS indexed status. (Learn more from http://www.iceel.org/invited.html)
Invited Speaker

Speech Title: Improving the English Speaking Skills and Phonological Working Memory of Chinese Primary EFL Learners with a Verbotonal Approach

Abstract: The research evidenced that VTA was demonstrably effective in improving not only the speaking skills of young learners but their other language skills as well and that it did so more effectively than the other approaches used. Additionally, this approach was of substantial benefit to the enhancement of PWM capacity. This study offers theoretical contributions and practical implications not only for language learning and teaching but also for the understanding and strengthening of PWM or WM in general.

Bio: Dr. Yan Yang started to teach English to Chinese university EFL learners after she obtained her master's degree in linguistics and applied linguistics in Southwest Jiaotong University, Chengdu City, Sichuan Province, China in 2008. She is currently working in the Faculty of Foreign Languages and cultures of Kunming University of Science and Technology, Kunming City, Yunnan Province, China. She was promoted as an associate professor in October 2016. From 2014 to 2017, she pursued her Ph.D. in English language studies in the School of Foreign Languages, Institute of Social Science Technology, Suranaree University of Technology, Thailand. Her research interests mainly revolve around pragmatics, language education and the translation of Chinese classics.
Speech Title: Effects of L2-English on L1-Turkish Causal Structures Elicited in Frog Story Narratives by 5- and 7-year-old Children

Abstract: The present study investigates the effect of learning a second language (L2-English) with different causal constructions compared to first language (L1-Turkish) on the causal language produced during L1 narrative constructions. While causal language input can support causal reasoning, there are crosslinguistic differences in causal constructions with regard to causal verb expressions. Turkish uses both morphological (changing a verb by adding suffixes to suggest causality e.g., Yap 'do', Yap-TIR ‘make someone do something’) and lexical (a verb that encodes the cause and effect within e.g., yakala ‘catch’) causatives. On the other hand, English only uses lexical ones. And both languages use causal connectives (e.g., çünkü ‘because’). In the present study, 5- and 7-year-old monolingual (L1-Turkish) and bilingual (L1-Turkish; L2-English) high SES children (N = 111, 60 monolinguals, 51 bilinguals) elicited narratives in L1 for the picture book ‘Frog, Where Are You?’. Results indicated that 5-year-old monolinguals used causal connectors more than 5-year-old bilinguals and 7-year-old monolinguals used lexical causatives more than 7-year-old bilinguals. These findings suggest that monolingual children who are more exposed to morphological causatives may have a different expression of causality reflected in causal connectors and lexical causatives due to the fact that L1-Turkish provides transparent cues for causality. Unexpectedly, there were no differences in morphological causatives between the two groups which might be due to the fact that frog story might not elicit morphological causatives to a great extent. Future studies should address differences in experimental tasks together with narrative constructions.

Bio: Aslı Aktan-Erciyes graduated from Boğaziçi University Business Administration Department in 1998 and worked as a banking-treasurer for a short period of time. In 2011, she completed her MA at Psychology Department of Boğaziçi University-Developmental Psychology Program. She received her PhD from Boğaziçi University, Department of Psychology in 2017, where she studied the effects of second language acquisition on event perception and narrative skills. Between 2012 and 2017, she worked as a researcher in two separate projects supported by Turkish National Scientific Council. In her post-doctoral studies, Aslı Aktan-Erciyes started to work for a research project funded by the James McDonnel Foundation at the Koç University Language and Cognition Laboratory. Currently, in the Department of Psychology at Kadir Has University. (Learn more from [http://www.icll.org/invited.html](http://www.icll.org/invited.html))
Speech Title: The Place of Linguistic Discourse in the General Architecture of Human Cognition

Abstract: There is a certain confusion in the field of language studies with regard to the notion of discourse. Often researchers confuse the concept of purely linguistic discourse with such notions as cultural or political discourse. In this talk, I attempt to clarify what the linguistic discourse is (a level of mental representation on a par with phonology, morphology, syntax). I will show that the linguistic discourse is a level intermediate between narrow syntax and general cognition and therefore can be influenced by both. Furthermore, I present evidence that in the course of language development as well as in the case of language impairment, the linguistic discourse may be constructed using alternative means, for example by relying on deixis rather than on the morphosyntactic properties of language.

Bio: Professor Sergey Avrutin has received his PhD from the Department of Brain and Cognitive Sciences at MIT (Cambridge, Massachusetts). After completing a one year postdoc at University of Pennsylvania (Institute for Research in Cognitive Science), Avrutin joined the Linguistics Department of Yale University as an Assistant Professor. While at Yale, he was awarded Fulbright Research Grant to carry out a cross-linguistic investigation of child and aphasic speech. In 2000 Avrutin received a PIONEER grant from the Dutch Academy of Sciences and moved to The Netherlands. He is currently a Professor of Comparative Psycholinguistics at Utrecht University and the Chair of the Linguistics Department at Utrecht University. Avrutin's research interests include language development and language impairment and application of information theory to psycholinguistics. More recently, together with his colleagues, Avrutin research interests turned towards the relationship between physics and cognition, specifically the laws of thermodynamics and the constructal law as applied to artificial grammar learning, lexical access and sentence processing. (Learn more from http://www.iceel.org/keynote.html)
Speech Title: Design for Digital Media: challenges, methodologies and case studies

Abstract: In Design's scientific context, the field still has a rather poor tradition and production rate. Therefore, it is important to build references, develop and adopt valid scientific methods, amongst science's ecosystem. The artistic and personal perspective of the author is no longer the only way of knowledge in Design. It's also not the denial of the artistic work's importance, but the recognition that science - through its rules and methodologies - is a need for the field's development. In this process, learning should be multidisciplinary, opening Design to the dialogue and interception with other fields of knowledge. In this presentation, we focus on the role of Digital Media and how today's technology is a strong influence in Design and society in general. The high speed of information stimulates reactivity, uncontrolled production, and the pouring of information with low or no strategy. In face of this panorama, Design assumes a high importance, namely in the reading and management of phenomena and in the preparation and design of solutions for the efficient interaction and communication of brands. Case studies and demonstrative examples of this necessary strategy and multidisciplinarity will be presented; and reflection will be invited about the growing need for citizens' education and media literacy in order to fight their vulnerability.

Bio: Nuno Martins holds a PhD in Digital Media (2013) at the University of Porto, as a doctoral fellow of the UT Austin-Portugal Program of the Foundation for Science and Technology. In 2020 he completed a post-doctoral degree in Design. His research work has focused on Design for digital media, with particular interest in the study of digital solutions for the citizen, namely community networks and practices. He also holds a MA in Multimedia Art (2007) and a BA in Communication Design (2003) at the Faculty of Fine Arts of the University of Porto. In 2002, during his undergraduate degree, he was a fellow of the Socrates / Erasmus Program, having studied at the Willem de Kooning Academy - Hogeschool Rotterdam, in the Netherlands. He is currently Adjunct Professor at the School of Design (ESD) of the Polytechnic Institute of Cávado and Ave (IPCA); Director of the MA in Digital Design; and Coordinator of the Scientific Area of Communication Design. Since 2008, he lectures at IPCA in the BA in Graphic Design and in the MA in Digital Design. (Learn more from http://www.iceel.org/plenary.html)
Speech Title: Technology-Enhanced Inclusion

Abstract: Digital environments and mobile devices are used in many everyday activities, having lately shown an exponential growth. Our daily habits are undoubtedly influenced by different and varied technologies and we are now aware that the applications used can influence not only socialization, but also apprenticeship. It is long-established, in the literature, that technologies can create entirely new learning environments by significantly increasing effectiveness and efficiency during the learning process. Moreover, the refinement of learning techniques and methodologies provides the opportunity to experience and engage in new skills and expertise. But how can we design technology towards inclusion and, consequently, enhance the user experience? To answer this question, we have to reflect on topics regarding user interface design and its focus on accessibility, contexts and assistive technologies. Thus, it is necessary to analyse learning methodologies and guidelines to increase inclusion in digital environments, providing new insights on this field and focusing on a more digitally connected experience.

Bio: TÂNIA ROCHA, PhD in Informatics and M.Sc. in Communication and Multimedia. She is an Assistant Professor at University of Trás-os-Montes and Alto Douro (UTAD) and Senior Researcher at INESC TEC - Associated Laboratory. Her main research interests are in the domain of Human-Computer Interaction, focusing on Digital literacy and inclusion, Multimedia, Web Accessibility, Usability, User Experience (UX), User-centered design, Special education, Multisensory environments, Web and Mobile, Digital games. Achieved 3 national artistic and scientific awards and one international. Furthermore, produced more than 50 academic works, including book chapters, articles and communications in books of proceedings.
**Parallel Sessions - Introduction**

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**02 Duration of Presentation**
A 15-minute report online, 2-3 min for question & answer is included.

Presenter’s certificate will be sent out by email, normally a week after the meeting.

**03 Report File**
One out of three
i. PowerPoint file
ii. PDF file
iii. Pre-recorded video

Please join the meeting at least 10min before your session starts and get your presentation prepared beforehand.

**04 “Best Presentation” Award**
It will be selected from each session by the session chair.

Please visit our official website a week after the meeting for the updates.

The presenter will receive a certificate of “Best Presentation”.

## Parallel Session 1

### Session 1: Educational Informatization, E-Learning and M-Learning

**Session Chair:** Asst. Prof. Tânia Rocha, University of Trás-os-Montes e Alto Douro and INESC TEC, Portugal  
**Time:** 16:15-18:30, 05th November 2021 (GMT+8)  
**Zoom link:** Meeting Link: https://zoom.us/j/92530299206  
**Password:** iceel

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<tr>
<td>16:15-16:30</td>
<td>RA2041</td>
<td>Learning Analytics in Higher Education: The Student Expectations of Learning Analytics</td>
<td>Nasir Abdul Jalil</td>
<td>Sunway University, Malaysia</td>
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<tr>
<td>16:30-16:45</td>
<td>RA2027</td>
<td>An Exploration of the Influence of 2D Image-Based Augmented Reality, Virtual Reality, and On-site Experiment on Learning Achievement and Technology Acceptance: Based on a Secondary School Chemical Experiment Class</td>
<td>Tiantian Li</td>
<td>The University of Hong Kong, China</td>
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<tr>
<td>16:45-17:00</td>
<td>RA2039</td>
<td>Withdrawal Phenomenon of Students with Learning Difficulties in Distance Learning in the Context of Covid-19</td>
<td>Alvyra Galkienè</td>
<td>Vytautas Magnus University, Lithuania</td>
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<tr>
<td>17:00-17:15</td>
<td>RA2045</td>
<td>Assessing EFL Teachers’ self-efficacy Regarding Technological Pedagogical Content Knowledge at Chinese Universities</td>
<td>Lan Wang</td>
<td>North China University of Technology, China</td>
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<td>17:15-17:30</td>
<td>RA1006-A</td>
<td>The Acquisition Process of articles in L2 and L3, Same or Different? The Case of L1 Arabic-L2 English vs. L1 Turkish-L2 English-L3 French</td>
<td>Karima Ben Abbes</td>
<td>Qatar University, UAE</td>
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<td>17:30-17:45</td>
<td>RA2040</td>
<td>Reform of Postgraduate Course Mode Based on MOOC Platform</td>
<td>YuQing Sun</td>
<td>Tianjin University, China</td>
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<td>17:45-18:00</td>
<td>RA2009</td>
<td>The Tool for Migrating Learning Content from Moodle to Open edX</td>
<td>Alla Anohina-Naumeca</td>
<td>Riga Technical University, Latvia</td>
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<tr>
<td>18:00-18:15</td>
<td>RA2025</td>
<td>The Effects of Multimedia Glosses, Learning Duration and Working Memory Capacity on High School Students’ Passive Vocabulary Acquisition</td>
<td>Meilin Jiang</td>
<td>The University of Hong Kong, China</td>
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<td>18:15-18:30</td>
<td>RA3002</td>
<td>An Experimental Study on the Influence of Ideal and Belief and Online Micro-teaching on the Career Choice of Chinese College Teacher Trainees</td>
<td>Yang Feng</td>
<td>Zhejiang International Studies University, China</td>
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## Parallel Session 2

### Session 2: Educational Management, Educational Statistics and Psychology

**Session Chair:** Asst. Prof. Asli Aktan-Erciyes, Kadir Has University of Istanbul, Turkey  
**Time:** 16:30-18:45, 06th November 2021 (GMT+8)  
**Zoom link:** [https://zoom.us/j/92530299206](https://zoom.us/j/92530299206)  
**Password:** iceel

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<tr>
<td>16:30-16:45</td>
<td>Research on the Analysis Framework of Information Literacy of University Teachers in the Post-epidemic Era</td>
<td>Qirui Yang</td>
<td>Tianjin University, China</td>
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<td>RA2030</td>
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<td>16:45-17:00</td>
<td>The Significance of Technology for Augmenting Interaction in Online Learning during Pandemic Era</td>
<td>Venansia Ajeng Surya Arlyani Pedo</td>
<td>Bina Nusantara University, Indonesia</td>
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<td>17:00-17:15</td>
<td>The Re-adaptation Experiences of Chinese Returnees from Overseas PhD Study</td>
<td>Dan Liu</td>
<td>Guangdong University of Foreign Studies, China</td>
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<td>RA2042</td>
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<td>17:15-17:30</td>
<td>School Learning Organisation: Tool Construction and Validation</td>
<td>Mounika Prashanthi Vavilala</td>
<td>Birla Institute of Technology &amp; Science (BITS) Pilani, India</td>
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<td>17:30-17:45</td>
<td>Enhancing the Adoption of Computational Thinking Education Among the Malaysians to Prepare for Future Industrial Revolution</td>
<td>Jinghong Low</td>
<td>Multimedia University, Malaysia</td>
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<td>17:45-18:00</td>
<td>RA2014</td>
<td>A Comparative Study on Mental Health Seeking Behavior of University Students in India and Taiwan</td>
<td>Somya Agrawal</td>
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<td>18:00-18:15</td>
<td>RA2016</td>
<td>The Breadth and the Intensity of Extracurricular Activities on Students’ Academic Performance: The Good or the Bad?</td>
<td>Van Thi Thanh Dang</td>
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<td>18:15-18:30</td>
<td>RA3005</td>
<td>The Relationship between Professional Identity and Learning Input of Primary School Undergraduate Normal Students: The Mediating Role of Academic Self-Efficacy</td>
<td>Shi Zhenzhen</td>
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<td>18:30-18:45</td>
<td>RA2031</td>
<td>Internet Use Behavior of the Elderly: Family support, Psychological Needs and Optimistic Personality Perspective</td>
<td>Zheng Zhao</td>
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## Parallel Session 3

**Session 3: Literature and Discourse Analysis**  
**Session Chair:** Assoc. Prof. Nattama Pongpairoj, Chulalongkorn University, Thailand  
**Time:** 16:30-18:45, 06th November 2021 (GMT+8)  
**Zoom link:** [https://zoom.us/j/97956370592](https://zoom.us/j/97956370592)  
**Password:** iceel

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<td>16:30-16:45</td>
<td>A Meta-Ethical Analysis of YA Protagonists' Decision-Making</td>
<td>Jessica Seymour</td>
<td>Fukuoka University, Japan</td>
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<td>16:45-17:00</td>
<td>Analysis on Diego's Characteristics in Ice Age 2 Based on the Politeness Principle and the DiSC Model</td>
<td>Jun Qin</td>
<td>Northwestern Polytechnical University, China</td>
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<td>RA0030</td>
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<td>17:00-17:15</td>
<td>On the Spatial Narrative of Doctorow's City of God</td>
<td>Danqi Liu</td>
<td>Guangdong University of Foreign Studies, China</td>
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<td>17:15-17:30</td>
<td>Comparison between 'I' and 'watashi-ga' in the English version and the Japanese version of Snowdrop</td>
<td>Nobuyo Fukaya</td>
<td>Niigata Agro-Food University, Japan</td>
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<td>17:30-17:45</td>
<td>On Carr's Eleven-Dimensional Dramaturgy</td>
<td>Daizhao Zou</td>
<td>University of Science and Technology Beijing, China</td>
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<td>17:45-18:00</td>
<td>RA1002</td>
<td>Stereotypes Know No Pandemic: A Facebook study</td>
<td>Shiwangi</td>
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<td>The English and Foreign Languages University, India</td>
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<td>18:00-18:15</td>
<td>RA0031</td>
<td>On J. K. Rowling's Discourse on Transsexual Issues, An Analysis of The Language Used on Rowling's Twitter and The Sociolinguistic Implication of Hate Speech</td>
<td>Amerigo Quatrini</td>
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<td>Shanghai University, China</td>
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<td>18:15-18:30</td>
<td>RA0037-A</td>
<td>A Contrastive Analysis of Metadiscourse Devices in Chinese and Japanese Thank-you Emails</td>
<td>Poching Lu</td>
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<td>National Taiwan Normal University</td>
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<td>18:30-18:45</td>
<td>RA0007-A</td>
<td>A Corpus-based Study of Metaphorical Patterns in Chinese Foreign Political Discourse: Exemplified by the Speeches of Secretary-General Xi Jinping</td>
<td>Qianqian Wang</td>
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<td>Guangdong University of Foreign Studies, China</td>
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## Parallel Session 4

**Session 4: Educational Information System and Artificial Intelligence in Education**
**Session Chair:** Assoc. Prof. Tan Choon Keong, Universiti Malaysia Sabah, Malaysia  
**Time:** 09:30-12:00, 07th November 2021 (GMT+8)  
**Zoom link:** https://zoom.us/j/97956370592  
**Password:** icedl

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<tr>
<td>09:30-09:45</td>
<td>Design and Application of Badminton E-learning System</td>
<td>Jingjing Zhao</td>
<td>China University of Petroleum (East China), China</td>
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<td>09:45-10:00</td>
<td>SOBIT-Begin, A Programming Course System for Beginners</td>
<td>Manabu Koide</td>
<td>Soka University, Japan</td>
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<td>RA2015</td>
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<td>10:00-10:15</td>
<td>Knowledge-based Recommender System of Conceptual Learning in Science</td>
<td>Ngai Cheong</td>
<td>Macao Polytechnic Institute, Macau, China</td>
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<td>RA2013</td>
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<td>10:30-10:45</td>
<td>A Preliminary Step in the Interdisciplinary Integration: Use AI to Demonstrate how to Combine History and Mathematics</td>
<td>Ching-Ching Lu</td>
<td>National Tsing Hua University</td>
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<td>RA2018-A</td>
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<td>10:45-11:00</td>
<td><strong>RA2012</strong> Quality Level of the Teaching-learning Process based on the Application of Technological Tools: Teaching experience in virtual education against COVID-19</td>
<td>Yrma Godoy, Universidad Nacional San Luis Gonzaga, Perú</td>
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<td>11:00-11:15</td>
<td><strong>RA2050</strong> A Qualitative Research on the Online Learning Experience of College Students in Macao During the Pandemic</td>
<td>HongFeng Zhang, Macao Polytechnic Institute, China</td>
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<td>11:15-11:30</td>
<td><strong>RA2046</strong> Research on Comprehensive Quality Evaluation under the Background of New College Entrance Examination Reform</td>
<td>Yi Liu, Tianjin University, China</td>
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<td>11:30-11:45</td>
<td><strong>RA2033</strong> The Preliminary Study of an Interactive Mobile Learning Platform for Cyberbullying Knowledge</td>
<td>Syamsol Azhar Zulkafli, Universiti Sains Malaysia, Malaysia</td>
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<td>11:45-12:00</td>
<td><strong>RA2043</strong> An Undergraduate Course for FOSS and with FOSS</td>
<td>Xiao Liang, Beijing University of Posts and Telecommunications, China</td>
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## Parallel Session 5

### Session 5: Online Learning, MOOC and Blended Learning

**Session Chair:** Dr. Mariam Mohamad, Universiti Sains Malaysia, Malaysia  
**Time:** 09:30-12:00, 07th November 2021 (GMT+8)  
**Zoom link:** https://zoom.us/j/92530299206  
**Password:** iceel

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<td>09:30-09:45</td>
<td>RA3018</td>
<td>Problems and Strategies for Improving College Students' Learning Autonomy in the Background of MOOC</td>
<td>Wei Du</td>
<td>Tianjin University, China</td>
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<td>09:45-10:00</td>
<td>RA2021</td>
<td>Enforcement Officers' Perspective Regarding The Need to Use BYOD for Professional Learning</td>
<td>Noor Husna Sharuddin</td>
<td>Universiti Sains Malaysia, Malaysia</td>
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<td>10:00-10:15</td>
<td>RA2038</td>
<td>Task-based Language Teaching with Online Video Exchanges in an English as a Foreign Language Writing Course</td>
<td>Yi-Chien Wang</td>
<td>Chihlee University of Technology</td>
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<td>10:15-10:30</td>
<td>RA2006</td>
<td>Blended Practical Teaching of Object Oriented Programming Based on PBL and Task Driven</td>
<td>Songhua Xie</td>
<td>Wuhan University of Technology, China</td>
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<td>10:30-10:45</td>
<td>RA2011</td>
<td>EduSMM as a Training Module in the Curriculum of the Advanced Training Course for Academic Staff</td>
<td>Feruza Saidova</td>
<td>Tashkent Institute of Finance, Uzbekistan</td>
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<td>10:45-11:00</td>
<td>Research on Construction of Online Learning Platform in Colleges and Universities</td>
<td>Shiming Ma</td>
<td>Nanning University, China</td>
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<td>11:00-11:15</td>
<td>A Heterogeneous Study on Online Education Outcomes during the Quarantine Period</td>
<td>Yuqing Shi</td>
<td>Beijing National Day School, China</td>
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<td>Exploration on Factors Affecting Students’ Persistence Intention in Completing MOOCs — Taking Psychomotor Domain Course as an Example</td>
<td>Jia Yu Lin</td>
<td>National Yunlin University of Science &amp; Technology</td>
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<td>11:30-11:45</td>
<td>Contributions of Blended Teaching Mode to Interdisciplinary Education in the Post-Covid-19 era</td>
<td>Shi Jiayue</td>
<td>Tianjin University, China</td>
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<td>Developing EFL Learner’s Reading Comprehension through A Smartphone-Assisted Reading Program</td>
<td>Fei Wang</td>
<td>Japan Advanced Institute of Science and Technology, Japan</td>
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### Parallel Session 6

**Session 6: Subject Education and Teaching Innovation**  
**Session Chair:** Assoc. Prof. Yan Yang, Kunming University of Science and Technology, China  
**Time:** 14:00-16:45, 07th November 2021 (GMT+8)  
**Zoom link:** https://zoom.us/j/97956370592  
**Password:** iceel

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<td>14:00-14:15</td>
<td>RA2032</td>
<td>IKP-CDIO: Exploration and Practice on Teaching Framework of Embedding Ideological Education into Engineering Curriculum</td>
<td>Yuxia Sun</td>
<td>Jinan University, China</td>
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<td>14:15-14:30</td>
<td>RA2034</td>
<td>Implementing 21st Century Pedagogical Requirements in a Lesson Plan: Design and Development of a Lesson Plan for Fifth Grade in an Indian school</td>
<td>Deepak John Mathew</td>
<td>Indian Institute of Technology Hyderabad, India</td>
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<td>14:30-14:45</td>
<td>RA3010</td>
<td>The Relationship between Professional Identity and Learning Input of Master Students</td>
<td>Wu Wanhong</td>
<td>Tianjin University, China</td>
</tr>
<tr>
<td>14:45-15:00</td>
<td>RA2003</td>
<td>Students’ Perspectives on Web-Based Content Delivery: Using Learning Management Systems in Higher Education</td>
<td>Ruben Till Wittrin</td>
<td>University of Applied Sciences Mittweida, Germany</td>
</tr>
<tr>
<td>15:00-15:15</td>
<td>RA0010</td>
<td>A Study of the CSE-Based Graded Reading System</td>
<td>Jinjian Huang</td>
<td>Guangdong University of Foreign Studies, China</td>
</tr>
</tbody>
</table>
### Parallel Session 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter/Institution</th>
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<tbody>
<tr>
<td>15:15-15:30</td>
<td>Extratextual and Paratextual Studies of Poetics in L2: Creative student interaction with the English Canon</td>
<td></td>
</tr>
</tbody>
</table>
| RA0014-A      | Presenter: Rocky A. Burton  
Tokyo University, Japan                                          |
| 15:30-15:45   | Examining College Students’ Negative Psychological Factors in Paperless English Reading Tests |
| RA2049        | Presenter: Guangrui Liu  
Harbin Institute of Technology, Shenzhen, China                        |
| 15:45-16:00   | Effect of Educational Scenario and ICT Use on Self-regulated Learning   |
| RA2036-A      | Presenter: Natalija Ignatova  
Vytautas Magnus University, Lithuania                                    |
| 16:00-16:15   | Smart Education: Education Reform in the Age of Intelligence            |
| RA3022        | Presenter: Lian Yuping  
Tianjin University, China                                               |
| 16:15-16:30   | The Role of Design and Digital Media as the Basis for Conceiving Complementary Digital Means to Aid the Treatment and Support of Individuals with Cognitive Disabilities |
| RA2008        | Presenter: Nuno Martins  
Polytechnic Institute of Cavado and Ave, Portugal                        |
| 16:30-16:45   | Effect of “6C” Instructional Design Model On Students’ STEAM Competency and Cultural Inheritance Literacy in a Dragon Boat C-STEAM Course |
| RA3024        | Presenter: Shuyao Ma  
South China Normal University, China                                    |
# Parallel Session 7

**Session 7: Linguistics and Language Teaching**  
**Session Chair:** Assoc. Prof. Chew Fong Peng, University of Malaya, Malaysia  
**Time:** 14:00-16:30, 07\(^{th}\) November 2021 (GMT+8)  
**Zoom link:** https://zoom.us/j/92530299206  
**Password:** iceel

<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenter</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>14:00-14:15</td>
<td>RA0004</td>
<td>A Study of Pragmatic Presupposition on Airline English Advertising Slogans</td>
<td>Yang Liu</td>
<td>Northwestern Polytechnical University, China</td>
</tr>
<tr>
<td>14:15-14:30</td>
<td>RA0035</td>
<td>On the Discourse Functions of “nar de hua”</td>
<td>Song Yang</td>
<td>The National University of Malaysia, Malaysia</td>
</tr>
<tr>
<td>14:30-14:45</td>
<td>RA0008</td>
<td>Sarcastic Meaning of the Slightly Smiling Face Emoji from Chinese Twitter Users</td>
<td>Shiwei Wang</td>
<td>Edith Cowan University, Australia</td>
</tr>
<tr>
<td>14:45-15:00</td>
<td>RA0005-A</td>
<td>Investigating the Role of Task Difficulty and Reference Translation in the Accuracy of Self assessment of Translation</td>
<td>Tiantian Wang</td>
<td>Guangdong University of Foreign Studies, China</td>
</tr>
<tr>
<td>15:00-15:15</td>
<td>RA0015-A</td>
<td>Prescribing the Best Remedy: Assessing Language Learner Abilities with Modern Measurement</td>
<td>Phillip Rowles</td>
<td>Tokyo University of Science, Japan</td>
</tr>
<tr>
<td>Time</td>
<td>Session Code</td>
<td>Title</td>
<td>Presenter</td>
<td>Institution</td>
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<tr>
<td>15:15-15:30</td>
<td>RA0013</td>
<td>A Sociophonetic Investigation of Chinese Gay Couples' Variability of Pitch Properties in Vlogs</td>
<td>Xinyu Liao</td>
<td>University of Nottingham Ningbo China, China</td>
</tr>
<tr>
<td>15:30-15:45</td>
<td>RA0034</td>
<td>A Review on Second Language Learners’ Irony Comprehension</td>
<td>Chenyu Zhao</td>
<td>China Railway 22nd Bureau Group Co. Ltd. (CRCC22), China</td>
</tr>
<tr>
<td>15:45-16:00</td>
<td>RA1001-A</td>
<td>The Cognitive Benefits of Bi-modal Bilingualism</td>
<td>Jialin Xu</td>
<td>University of Nottingham, UK</td>
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<tr>
<td>16:00-16:15</td>
<td>RA0009-A</td>
<td>Content Alignment of China's Standards of English Language Ability (CSE) to the Common European Framework of Reference for Languages</td>
<td>Chuan Peng</td>
<td>Shenzhen University, China</td>
</tr>
<tr>
<td>16:15-16:30</td>
<td>RA3020</td>
<td>Construction of Smart Campus in Post-Epidemic Era------Based on the case study of Chinese universities</td>
<td>Ziqi Zhang</td>
<td>Tianjin University, China</td>
</tr>
</tbody>
</table>
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January 14 -17, 2022

The 2022 13th International Conference on
E-Education, E-Business, E-Management and E-Learning

IC4E 2022 is organized by Waseda University, Japan and co-organized by Gec Academy, China. Technically supported by Purdue University Northwest, USA, De La Salle Araneta University, Philippines and University of Alberta, Canada. It aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experience, new ideas, and research results about all aspects of E-Education, E-Business, E-Management and E-Learning, and discuss the practical challenges encountered and the solutions adopted.

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E-COMMERCe
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- Business-to-consumer e-commerce
- E-government, policy and law
- Business/Enterprise Architectures
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IC4E 2022 ISBN Number is 978-1-4503-8718-7 Formatting Template (Proceedings) http://www.ic4e.net/acm_template.docx

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Journal of Economics, Business and Management

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- Listeners Registration Deadline: December 30, 2021

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Email: ic4e@iedrc.org
Tel: +86-29-86528478 Phone: +86-17323120754
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Shanghai, China
February 26-28, 2022

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- Cloud/Grid/Stream Computing for Big Data
- High Performance/Parallel Computing Platforms
- Energy-efficient Computing for Big Data
- Big Data Open Platforms

Big Data Search and Mining
- Social Web Search and Mining
- Web Search
- Algorithms and Systems for Big Data Search
- Distributed, and Peer-to-peer Search
- Computational Modeling and Data Integration

E-education
- e-Learning platforms
- Portals and Virtual learning
- Partnerships in e-Learning
- Systems, Design and Technologies
- Evaluation of e-Learning

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- Big Data Analytics in Small Business Enterprises (SMEs)
- Big Data Analytics in Government
- Big Data Industry Standards
- Novel Theoretical Models for Big Data

Big Data Management
- Algorithms and Systems for Big Data Search
- Distributed, and Peer-to-peer Search
- Visualization Analytics for Big Data
- Computational Modeling and Data Integration

Big Data Security, Privacy and Trust
- Intrusion Detection for Gigabit Networks
- Anomaly and APT Detection in Very Large Scale Systems
- High Performance Cryptography
- Visualizing Large Scale Security Data
- Privacy Preserving Big Data Collection/Analytics

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  - Content Development
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  - Certification of Learning

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- E-learning Security
- E-Teacher Skills and Competencies
- Contextualized Learning
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- Learning Management Systems (LMS)

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- Digital Rights Management
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- Knowledge Management
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- Analytics
- Big Data
- Cloud Computing and Big Data
- Data Mining
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