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Conference Venue

The Westin Miyako Kyoto

1 Awataguchi Kachocho,Higashiyama-ku, Kyoto 605-0052,Japan
Tel: +81-75-771-7111   Fax: +81-75-751-2490
Email: r-sakai@miyakohotels.ne.jp
ACCESS: http://www.miyakohotels.ne.jp/westinkyoto/english/

The Westin Miyako Kyoto, an urban resort surrounded by the green Higashiyama Hills, is located right next to the subway station and within walking distance of downtown. With convenient access to the city, guests can explore the surrounding area or stay close by.

The capital of Japan for more than a thousand years, Kyoto is still considered the country's spiritual capital. Graced with an abundance of temples, shrines, palaces, and gardens, Kyoto boasts 17 UNESCO World Heritage sites. It also maintains a rich cultural heritage as seen in major festivals and rituals such as the Daimonji bonfires.

Refreshing recreation is found nearby at Seta Golf Course in Shiga, about 30 minutes away. We are also within easy walking distance of the famous Nanzenji Temple and Heian Shrine, the Kyoto Art Museum, and the zoo. The Gion District, host to many great local eateries, is also nearby.

Transportation Options

We recommend flying into Osaka-Itami International Airport (ITM), about 48 kilometers from the resort. Airport shuttle buses are available to transport guests to Kyoto Station.

Although outside of Kyoto, travel to the resort from Kansai International Airport (KIX)—120 kilometers away—and Chūbu Centrair International Airport (NGO)—170 kilometers away—is simple and convenient. Guests arriving at Chūbu Centrair International Airport (NGO) will first catch a bullet train to Nagoya Station, where transfers are available to Kyoto Station. From Kansai International Airport (KIX), guests can take a bullet train directly to Kyoto Station.

Our complimentary shuttle bus operates to and from Kyoto Station, the nearest train and subway hub. We're also just three kilometers from downtown Kyoto, with a subway stop located conveniently close by. Cabs are always available at the front entrance of the resort for getting around Kyoto and the surrounding area.

If you are traveling by car, please see driving directions, from the airport or any other location.

For more information about how to get here, please visit http://www.starwoodhotels.com/westin/ property/area/transportation.html?propertyID=1427.

Introductions for Publications

All accepted papers for the Birmingham conferences will be published in those proceeding/journals below.

2017 7th International Conference on Languages, Literature and Linguistics (ICLLL 2017)

International Journal of Languages, Literature and Linguistics (IJLLL)

ISSN: 2382-6282

Frequency: Quarterly

DOI: 10.18178/IJLLL

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, Proquest and DOAJ

2017 4th International Conference on History and Culture (ICHC 2017)

International Journal of Social Science and Humanity (ICSSH)

ISSN: 2010-3646

DOI: 10.18178/IJSSH

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, Index Copernicus, and ProQuest, etc.

International Journal of Culture and History (IJCH)

ISSN: 2382-6177

DOI: 10.18178/ijch

Abstracting/ Indexing: Google Scholar, Engineering & Technology Digital Library, Crossref, ProQuest.

Instructions for Oral Presentations

Devices Provided by the Conference Organizer:
Laptops (with MS-Office & Adobe Reader)
Projectors & Screens
Laser Sticks

Materials Provided by the Presenters:
Power Point or PDF Files (Files should be copied to the conference laptop at the beginning of each session)

Duration of each Presentation (Tentatively):
Keynote Speech: 40 Minutes of Presentation, 5 Minutes of Q&A
Invited Speech: 35 Minutes of Presentation, 5 Minutes of Q&A
Regular Oral Presentation: about 15 Minutes of Presentation and Q&A

Instructions for Poster Presentation

Materials Provided by the Conference Organizer:
The place to put poster

Materials Provided by the Presenters:
Home-made Posters
Maximum poster size is A1, portrait direction
Load Capacity: Holds up to 0.5 kg

Best Presentation Award

One Best Oral Presenter will be selected from each presentation session, and the Certificate for Best Oral Presentation will be awarded at the end of each session on Dec. 10, 2017.

Dress Code

Please wear formal clothes or national representative clothing.

Introductions for Keynote Speakers

Prof. Masami Usui
Doshisha University, Japan

Masami Usui received her BA and MA from Kobe College, Japan, and her second MA and Ph.D. from Michigan State University in 1989.   After teaching at Hiroshima University, she is currently Professor of English at Doshisha University, Kyoto, Japan.   She has been doing her research and writings on Virginia Woolf and women writers, Asian American literature and culture, and popular culture.   She published papers in Japan, England, Korea, USA, Germany, etc., and contributed to Virginia Woolf and War (1991), Asian American Playwrights (2002), Literature in English: New Ethnical, Cultural, and Transnational Perspective (2013), Virginia Woolf and December 1910 (2014), etc.   Along with MLA, International Virginia Woolf Conference, International Popular Culture Conference, American Studies Association Conference, she has presented her papers at Academia Senica in Taiwan, ASAK and KAFSEL in Korea, MESEA in Hungary, CISLE in Canada, International Conference on Asian American Expressive Culture in Beijing, China, International Conference: The Cultural Translation and East Asia, Bangor, England, The 20th Annual Conference of EALA in Taiwan, and International PC/ACS Conference in Poland, and the 2014 International Symposium on Cross-Cultural Studies, Taiwan, International Conference: English Studies as Archive and as Prospecting the 80th Anniversary Conference, University of Zagreb, Zagreb, Croatia, The 3rd International Conference on Linguistics, Literature and Culture 2014, Penang, Malaysia, Expanding the Parameters of Asian American Literature: An International Conference, Xiamen University, Xiamen, Fujian, China, The CISLE 2015, Gottingen University, Germany, the MLA International Symposium in Dusseldorf, Germany, and Oxford Symposium on Religious Studies.

Speech Title: **Painters at War in Kazuo Ishiguro's An Artist of the Floating World and Murakami Haruki's A Murder of the Leader of Knights**

Abstract: Both Kazuo Ishiguro, who just won the Nobel Prize in Literature in 2017, and Murakami Haruki, who has been expected to win the Prize for years, challenge a conflicting theme of painters at war in An Artist of the Floating World (1986) and A Murder of the Leader of Knights (2017) respectively. In both novels, aging painters forget what happened to them during the war and their memories buried deeply inside them are discovered and retold by those two writers. War and art has been one of the most essential subjects throughout history from ancient times, medieval era, the Renaissance, to modern and our contemporary eras. In Japan, military art and war artists were definitely recognized during such wars as the Sino-Japanese War (1894-5), the Russo-Japanese War (1904-5), World War I (1914-1918), and finally World War II (1939-1945). Especially, Japanese official war artists during World War II represent the most crucial conflicts of politics and art, and their lives were determined after the war was over, especially under American occupation. The U.S, government confiscated the extant artwork and In spite of their involvement of wartime propaganda activities, some of Japanese painters cunningly survived, while the others underwent both official and personal hardships as suspected war criminals. Even though some painters were deeply involved in western art such as surrealism before the war, they changed their style into Japanese traditional painting after the war. Moreover, some painters attempted to express postwar reflections on Japan's wartime experiences such as atomic bombings in Hiroshima and Nagasaki. In examining painter's muted selves and conflicts, it becomes possible to read their resistance against violence and chaos whose roots are traced back to World War II and which is reflected in the contemporary issues of global chaos.

Prof. Donald Chang
College of Business, Metropolitan State University of Denver, USA

Dr. Chang received his MBA and Ph.D. in marketing from University of Missouri-Columbia. His main teaching and research interests include cultural influences in marketing, multicultural marketing, ethnic marketing, materialism and business, historical perspectives of shifting cultural trends, marketing research, and international marketing strategy. He has taught at several universities in the United States and Taiwan, including University of Missouri, University of Wisconsin, National Chengchi University (Taiwan), Tunghai University, Loyola University, and currently a senior professor at the Metropolitan State University of Denver. He has also been a visiting professor to Russia and India.

Speech Title: **Virtual Consumption, Virtual Consumerism, and Virtual Materialism: The Shift in Consumption Culture and the Marketing Implications**

Abstract: Since its early adoption by young online gamers in the 1990s, virtual consumption has gained tremendous momentum in becoming a mainstream consumer behavior among all age groups. What started out as a sub-culture in the vast consumption culture, virtual consumption has now become omnipresence and fundamentally rewritten the laws of the consumption culture. What followed is the emergence of new consumerism in the virtual world by addressing the new consumer culture for virtual goods. The shifting focus from physical goods to virtual goods also introduce the concept of virtual materialism. A review of the gradual shift in consumption culture is presented with notable examples. Future trends are discussed with a new form of materialism, i.e., virtual materialism. Implications for culture and marketing researchers are proposed.

Introductions for Invited Speaker

Prof. NG, Wai-ming
Chinese University of Hong Kong, Hong Kong

Benjamin Wai-ming Ng is professor of Japanese Studies at the Chinese University of Hong Kong. He is also the associate dean of Faculty of Arts and the chair of the Japanese Studies Department. He received his Ph.D from Princeton University and taught at the National University of Singapore. His areas of specialization are history of Sino-Japanese cultural exchange and Japanese intellectual history. He is the author of The I Ching in Tokugawa Thought and Culture (University of Hawai'i Press, 2000) and Imagining China in Tokugawa Japan (SUNY Press, forthcoming).

Speech Title: **The Chinese Ghost Hunter Zhongkui Turning Japanese in Early Modern Japan**

Abstract: Japan is the only nation outside China that has adapted Zhong Kui (Shōki in Japanese) belief into its culture. The Japanese have given such honorific titles to Zhong Kui as Shōki-sama (Mr. Zhong Kui), Shōki-daijin (Minister Zhong Kui) and Shōki daimyōjin (Zhong Kui, the Deity). Zhong Kui belief reached its peak in the Tokugawa period (1603-1868), fully absorbed into Japan's native religion and culture. The localization of Zhong Kui in Japan started in the medieval period and basically completed in the Tokugawa period when the Japanese worshipped, perceived and presented Zhong Kui in their own ways. Zhong Kui belief was localized in Tokugawa Japan in the following ways: First, Zhong Hui was transformed from Taoist immortal into Shinto deity, incorporated into the Japanese Shinto-Buddhist framework. Second, the images of Zhong Kui turned Japanese, influenced by noh drama, kabuki, ukiyoe and matsuri. Third, Zhong Hui became a part of Japanese culture and his presence can be found in Tokugawa art, literature, theatre, architecture and folk religion. This is the first academic study of Zhong Kui in Tokugawa Japan. Based on Japanese primary sources, this research aims to examine how Zhong Kui was localized to enrich Tokugawa religion, folklore and culture.

Prof. Yuniya (Yuni) Kawamura
State University of New York, USA

Yuniya (Yuni) Kawamura is Professor of Sociology at the Fashion Institute of Technology/State University of NY. She is the author of the best-selling Fashion-ology (Berg 2005), which has been translated into Italian, Swedish, Russian, Chinese, and Turkish, in addition to The Japanese Revolution in Paris Fashion (Berg 2004), Fashioning Japanese Subcultures (Bloomsbury 2012), and Sneakers: Fashion, Gender, and Subculture (Bloomsbury 2016). She sits on the board of the International Fashion Research Group at Bologna University and is also an editorial board member of a number of academic journals, such as Fashion Theory: The Journal of Dress, Body, and Culture and The International Journal of Fashion Studies among others. She received her MA and PhD in Sociology from Columbia University.

Speech Title: A Complex Dialogue between Cultural Appropriation & Creative Inspiration in Fashion Design

Abstract: As Georg Simmel, a German sociologist, pointed out in his article 'Fashion' (1904) that fashion welcomes exoticism and appreciates novelty, it is taken for granted that still today designers are inspired by foreign cultures and their historical traditions that are new and unfamiliar to them. Western designers often adopt ideas from non-Western cultures, such as Japanese Geisha, African dreadlocks, and Native American headdress among others, and incorporate them into their collections while adding their own aesthetic twist. These examples shed light on the issue of cultural appropriation/misappropriation in fashion design and provide us the opportunity to engage in a complex dialogue. They also raise thought-provoking questions as to how far designers can go to utilize other people's cultural elements as part of their design inspiration and are not perceived as an offensive mockery or vulgar imitation. My presentation examines and explores a culturally sensitive line delineated between cultural appropriation and creative inspiration that needs to be respected in today's globalized world where different cultures intersect.

Assoc. Prof. Tan Choon Keong
Universiti Malaysia Sabah, Malaysia

Tan Choon Keong (PhD) is currently an Associate Professor with the Faculty of Psychology and Education, Universiti Malaysia Sabah (UMS), Kota Kinabalu, Sabah, East Malaysia. He has 15 years of experience as a lecturer in the discipline of e-learning, multimedia and educational technology at the university. He started his service as a secondary school English Language and had served the Ministry of Education for 11 years before joining Ilmu Khas Teacher Education Institute (IPG) as an educational technology lecturer. After serving 2 years at the IPG, he joined UMS in 2002. At the university, he served as Head for the E-Learning Unit for 13 years, Deputy Dean (Research and Innovation) for 2 years and Chief Editor for International Journal for E-Learning Practices (IJELP) for 2 years. Currently, he is still the Deputy Chief Editor for IJELP. He headed a research grant for studying the use of multi-sensory approach for English Language teaching in Kota Belud, Sabah (2012-2014) and another two grants for investigating the behaviour of East Malaysia's English Language students in using technology for learning (Grant 1: 2015-2016, Grant 2: 2017-2018). He also participated in a few other research projects as Deputy Research Head involving rural school students in the use of multisensory approach to learn listening and speaking skills in English (2013-2015). Regarding the area of teacher development, he was as a Deputy Research Head for the TPACK project in University of Foreign Languages Studies, Da Nang and University of Languages and International Studies, Hanoi, Vietnam from 2015 to 2016. His main research interest is to improve English Language learning via ICT. He had published numerous journal papers on creativity, e-learning and multimedia in higher education.

Speech Title: **Exploring TESL Pre-Service Teachers' Technology Acceptance Perspectives towards Online Multimedia Materials Development: A Case Study in Sabah, East Malaysia**

Abstract: E-learning is often conceived to have a positive impact on both teachers and students in terms of the tenacity to learning and training, and the perceived attitudes towards e-learning environment. The purpose of this paper is to examine the perceptions of TESL pre-service teachers towards multimedia materials development via the Technology Acceptance Model (TAM). The dimensions explored were perceived usefulness (PU), perceived ease of use (EU), satisfaction (SN) and intention to use (IN). Multimedia materials development was done via a Web 2.0 tool named Blendspace (tes.com). Data was elicited via survey approach and analysed quantitatively to support the investigation. The study involved 69 TESL pre-service teachers pursuing Bachelor of Education (TESL) programme in a public university in Sabah, East Malaysia. The results revealed that there were moderate level of acceptance in the observed PU (mean=3.82), EU (mean=3.52), SN (mean=3.35) and IN (mean=3.82). A further examination of the relationships showed that PU influenced the intention to use the Web 2.0 tool strongly (r = .63) and on the other hand EU also had strong influence on SN (r = .68). As predicted, the mean score for PU (3.82) was higher than EU (3.52). The study implicated that the design, pedagogical and navigational aspects of the Web 2.0 tool are important to obtain good SN and IN scores from the users.

Time Schedule

Day 1: Registration: Dec. 09, 2017 (Saturday)

10:00-17:00	Arrival and Registration (Venue: Lobby)

(1) Please print your registration form before you come to the conference.
(2) You can also register at any time during the conference.
(3) Certificate of Participation can be collected at the registration counter.
(4) Your paper ID will be required for the registration.
(5) The organizer won't provide accommodation, and we suggest you make an early reservation.
(6) One best oral presentation will be selected from each oral session. The Certificate for the best one will be awarded at the end of each session on Nov. 3, 2017.

Day 2: Conference: Dec. 10, 2017 (Sunday)

Time	Opening Remarks & Keynote Speeches Venue: Cocoon, 4th Floor
9:00-9:50	**Opening Remarks & Keynote Speaker I** **Prof. Masami Usui** **Doshisha University, Japan** **Title:** Painters at War in Kazuo Ishiguro's An Artist of the Floating World and Murakami Haruki's A Murder of the Leader of Knights
9:50-10:10	**Coffee Break & Photo Session** **Venue: Cocoon--4th Floor**
10:10-10:55	**Keynote Speaker II** **Prof. Donald Chang** **College of Business, Metropolitan State University of Denver, USA** **Title:** Virtual Consumption, Virtual Consumerism, and Virtual Materialism: The Shift in Consumption Culture and the Marketing Implications

10:55-11:30	**Invited Speaker I** **Prof. NG, Wai-ming** **Chinese University of Hong Kong, Hong Kong** **Title:** The Chinese Ghost Hunter Zhongkui Turning Japanese in Early Modern Japan
11:30-12:05	**Invited Speaker II** **Prof. Yuniya (Yuni) Kawamura** **State University of New York, USA** **Title:** A Complex Dialogue between Cultural Appropriation & Creative Inspiration in Fashion Design
12:05-13:00	**Lunch** **Venue: AQUABLU Restaurant (4th Floor)**
13:00-18:00	**Invited Speeches & Oral Presentations** **Venue：Cocoon, Chigusa2 and Heian no ma**
13:00-13:35 **Venue: Cocoon--4th Floor**	**Invited Speaker III** **Assoc. Prof. Tan Choon Keong** **Universiti Malaysia Sabah, Malaysia** **Title:** Exploring TESL Pre-Service Teachers' Technology Acceptance Perspectives towards Online Multimedia Materials Development: A Case Study in Sabah, East Malaysia

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Coffee Break
Venue: Cocoon-- 4th Floor
15:45-16:15</td></tr>
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Venue: **Cocoon-- 4th Floor**		Venue: **Chigusa2-- 4th Floor**		Venue: **Heian no ma--4th Floor**	
13:35-15:50	**Session I (**9 papers) Theme: Literary Works Analysis	13:00-15:30	**Session II** (10 papers) Theme: History and Culture	13:00-15:15	**Session III** (9 papers) Theme: Innovative Language Education
16:00-18:15	**Session IV (**9 papers) Theme: Sociolinguistics	15:45-18:15	**Session V** (10 papers) Theme: Linguistics and Literature Study	15:30-18:00	**Session VI** (11 papers) Theme: Language Teaching and Management
18:30	**Dinner** **Venue: AQUABLU Restaurant (4th Floor)**				

Day 3: Conference: Dec. 11, 2017 (Monday)

One day Tour	
Time	**Items**
8:30	The Westin Miyako Kyoto
8:30 -12:00	Arashiyama
	Tenryū-ji
	Kinkaku-ji
12:00-13:00	Lunch Time (Arranged by Yourself)
13:00-17:00	Kiyomizu-dera
	Fushimi Inari-taisha
17:00	Back to The Westin Miyako Kyoto

Please note: The one day tour is optional. The participants who registered for one day tour will be picked up at 08:30 am in the lobby of The Westin Miyako Kyoto.

Authors' Presentations

Session I

13:35-15:50, Dec. 10, 2017
Venue: **Cocoon-- 4th Floor**

Theme: Literary Works Analysis

Session Chair: **Prof. Lifengjie**
Tianjin University of Finance and Economics, China

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.
**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
CL022 13:35-13:50	Converging Culture and Its Bred Violence in Dickens' The Tale of Two Cities and the Taiwan New Cinema, A Brighter Summer Day **Chang I Chung** The Department of Business English, Beijing Institute of Technology, Zhuhai, China *Abstract*—Dickens' famous saying, "It was the best of time; it was worst of time." in A Tale of Two Cities can describe many historical moments in literature, art and movies. This paper deals with culture convergence as two or more cultures clash together in certain historical moments, such as the clash between the 18th-ceunty English and French during French Revolution in The Tale of Two Cities and the that of KMT'S immigration to Taiwan led by Chiang Kai-shek in 1949 in A Brighter Summer Day (1991), directed by a Taiwanese director, Edward Yang. Those clashes breed violence and violent impacts on many people, which, coincidentally, change the world like the assassination of the King in France in Dickens' novel and the murder of a teenage femme fatale in Yang's movie. Furthermore, Homi Bhabha's post-colonial theory of third space will assist to analyze Yang's film in particular since the background of the film allies the film with an intention of de-colonization from Japan at that time. The analysis elucidates that the birth of a new order is often mobilized by violence, propelling mankind to move on by destroying their past and reincarnating it into an abundance of pluralistic future.
CL028 13:50-14:05	The Political Metaphor in the Mirror Worlds: On the Narrative Structure and Identity in The Man in the High Castle **Yanping Gao** East China Normal University, China *Abstract*—Science fiction always embodies the author's understanding and introspection of human history, present and future in varying degrees, so does the works of Philip K. Dick, particularly The Man in the High Castle. In this book，he overheads the history and narrates a different story compared with the real, in the meantime, he embeds Mise en abyme in virtual story in the book and shows a third space which frees from the historical reality and fiction, the parallel operation of the triple worlds constitutes the narrative structure of the text. The high castle world in the book, which reverses the history and provides a background and living environment for the

	characters in the novel, and the dominantly national model in this world is the political-ethnic power hierarchy, and this model to a large extent influences the subject's construction and identity. However, these triple worlds contain a common political metaphor, that is to say: the reproduction and imagination of utopia of the history or future is always a potential to contain a danger of simulation of the Metacolonization.
CL049-A 14:05-14:20	A Study of Womanism in Suzan-Lori Parks's The Death of the Last Black Man in the Whole Entire World **Mehdi Ghasemi** Department of English, University of Turku, Finland *Abstract*—I approach Suzan-Lori Parks's The Death of the Last Black Man in the Whole Entire World from the perspective of womanism. I show how Parks deemphasizes the male|female dichotomy in order to create a convincing portrayal of African American women who can function as discursive and trustworthy partners for their men in the movement. I also argue that this approach helps the playwright to show how the trust of African American men in their women and their cooperation can help them build a strong nation together and transcend their race. To this end, I will draw upon a range of theories of womanism to briefly discuss the controversies surrounding the definition of womanism and show how the play under study to a large extent coheres to one of the propositions that Alice Walker has provided of womanism to utter the concerns of African American women and at the same time foster reconciliation, unity and solidarity between them and their men.
CL054 14:20-14:35	Trauma Narratives of Diasporic Journeys: Huynh's South Wind Changing and Nguyen's Where the Ashes Are as Vietnamese Diasporic Literature **Kittiphong Praphan** Mahasarakham University, Thailand *Abstract*—This paper, through Jade Ngoc Quang Huynh's South Wind Changing and Qui Duc Nguyen's Where the Ashes Are, discusses traumatic experiences of the authors and other Vietnamese diasporic subjects during their journeys to the new world. As portrayed in these two autobiographies, the exodus from their homelands is laden with traumatic memories developed from horrible experiences they receive from domestic journeys to escape from war and journeys across the ocean to escape from Communist oppression and persecution. The traumatic memories are deeply engraved in the authors' imagination and later transformed to be trauma narratives which function as channels through which they share traumatic experiences with other groups in the society. Therefore, the above two autobiographies serve as a bridge to connect people in their group with other groups, as they provide readers with more understanding about their people. These narratives can also be read as a healing process to help the authors, as trauma sufferers, to recover from or cope with painful memories. The discussion of this paper indicates that Vietnamese diasporic literature is informed by traumatic memories, the collective memories of its people.
CL064 14:35-14:50	A Study of Clementianna's Particularized Conversational Implicatures in Mirror Mirror **Itsara Namtapi** Valaya Alongkorn Rajabhat University under the Royal Patronage, Thailand *Abstract*—This study investigates the particularized conversational implicatures (PCIs)

invited by Clementianna, an antagonist in a 2012 American comedy fantasy film based on the fairy tale Snow White. Brown and Levinson's off-record politeness strategy was adopted to analyze the queen's utterances that contained PCIs. The purpose of the study was twofold: to find the character's reason behind inviting each PCI and to examine whether social distance has an effect on the use of PCIs. Eleven PCIs which served various purposes were found in the queen's utterances. The most frequently used off-record strategy was to "give hints", which occurred seven times, whereas "overgeneralize", "use rhetorical questions", "overstate", and "be ambiguous" strategies were violated only once each. Social distance also seemed to play a prominent role; that is, the queen invited much more PCIs with "intimates" than with "friends" or "strangers", suggesting that indirect utterances corresponded to the social distance between the speaker and the interlocutor.

CL410-A
14:50-15:05

Crafting Flowers, Crashing Dreams – The Making of Self by Semiotics Meanings in Chinese Women's Writings in 18th Century
Peng Cheng
The Education University of Hong Kong, Hong Kong

Abstract—Writing, as an exclusive privilege, has been dominated by Chinese male literates for hundreds of years. Only until late Ming Dynasty (from 1368 AD to 1644 AD), women's writing began to flourish within small scale mainly in the Delta of the Yangtze River. From Ming Dynasty onward, Chinese female writers embraced a long-waiting dawn for freely writing and publishing. Some of these female literates even became as nationally renowned as their male counterpart in the following years. One of the intelligent and popular female writers among those, whom we still memorize and appreciate as initial readers in their epoch, is Wu Zao, a controversial playwright and an ingenious poet. Wu is regarded as one of the most talented female literates in Qing Dynasty (from 1644 to 1912) and complied total 282 poems and 2 plays during her lifetime. According to a shared viewpoint of commenters of Wu's era and contemporary scholars, flexible themes, versatile tools, and stylish designs presented through Wu's poems as well as the avant-garde spirits beyond her words attribute to her great fame and lasting influence. In previous paper, I have studied Wu's cross-gender play and an ideal but unattainable "HE" created by this play. In this paper, I plan to investigate how Wu Zao uses some identical symbols, for example flowers, dreams, and coldness throughout her poems, to encode semiotics meanings concerned with Wu's self-images behind the using of these symbols. As a female writers, does Wu agree with the intended meanings given to those symbols appeared not only in female poets' products, by for most of time, originally defined and frequently adopted by male writers? Does Wu negotiate its meanings when she selected and depicted these symbols repeatedly? To what extent, does Wu engage the revised meanings, if any, with male-manipulated literature system and cultural conventions? By exploring these questions, a more comprehensive and inclusive history of Chinese literature is hopefully to be revealed, enriched, and constructed.

CL112-A
15:05-15:20

Bāṇa: the Poet with Egotism
Nawin Vannavach
Thammasat University, Thailand

Abstract—Poetic egotism, defined as the confidence of a poet's self or works, has probably appeared in Sanskrit literature since the Itihāsa period and focused on the

	content of works and later in relation to the poet's self since Subandhu, a Sanskrit poet in the 6th century. Amongst Sanskrit poets, Bāṇa revealed his own remarkable egotism. It is the objective of this research to study the characteristics of Bāṇa's poetic egotism as represented in his works and to explain the reasons behind it. The findings are as follows. Of the Sanskrit poets of the later period, Bāṇa was very famous whereas other contemporary poets did not leave any complimentary references at all. On the other hand Bāṇa displayed outstanding egotism, which is to be seen in the eulogies of his own family and himself, hiding himself through Śleṣa (a kind of Sanskrit pun), insincere condescension, and violent criticism of others. Bāṇa's remarkable egotism reflects his passion a position in Harṣa's royal court as one of the royal poets at almost the end of Harsa's his reign. Furthermore, poetic egotism is a representation that conceals self-diffidence as well, as can be seen from his reference to 'others' as a result of his egotism, which Sanskrit poets would never do. Hence, Bāṇa's poetic egotism shows some complicated characteristics which cannot be regarded as just confidence in poetic skill without considering other factors behind the scenes
CL1015-A 15:20-15:35	A Study of the Parable of Rejecting Dharma in *Pusa-yingluo-jing* **Hui-Ying Huang** National Chengchi University, Taiwan *Abstract*—The aim of this study is to investigate the content, characteristic and function of a parable about Bodhisattvas rejecting Dharma in Pusa-yingluo-jing. There are numerous parables with profound meaning in the Buddhist scriptures. The Buddha was proficient in telling stories to instruct his disciples, thus they could understand his teaching more easily. The parable in this sūtra is quite vivid, but the causality of the incident is not clearly expounded. It seems that there is no direct connection between the story and the phenomenon. Moreover, it is remarkable that lion is generally used to symbolize Buddha's dignity, wisdom, courage and power, but as a protagonist in the parable, it is a metaphor of Bodhisattva with evil act. In this research, first I will explain the meaning of parable, metaphor and rejecting Dharma; then discuss the action and result of rejecting Dharma, and what Dharma is resisted by those Bodhisattvas; finally make a comparison with other versions of the parable in Pāli Jātaka, Jātakamālā in Sankskrit and Genbenshuo-yiqieyoubu-pinaiye-posengshi in Chinese, and explore the image and metaphor of the lion
CL1001 15:35-15:50	Confrontation of existential predicaments in our lives --- An analysis of The Tales of Beedle the Bard **Pieta Chan Pui Fun** City University of Hong Kong, Hong Kong *Abstract*—For many, fairy tales are meant for children and therefore representations of innocence. With that ingrained biased view, many once violent and sexual fairy tales have been simplified and modified to accommodate their young audience. Walt Disney has been known for the culprit in simplification of fairy tales. According to Jack Zipes, most of the storyline and plot development in the original versions were lost in their Disney animation adaptations. Worse still, these simplified and one-dimensional versions of fairy tales have been deviated greatly from their originals that some of the preaching purposes and intended moral values have lost. Most of Walt Disney's adaptations have been well-received and welcomed by the public, be they children or adults, mostly because of their simplicity and entertainment. However, psychologist

	Bruno Bettelheim concluded that simplification of fairy tales does not necessarily help children's development. This essay examines the work The Tales of Beedle the Bard, a spinoff literary work by J.K. Rowling who created the Harry Potter universe, and attempts to explain why fairy tales should not be sanitized with respect to their purposes and how the realistic aspects manifested in book are conducive to the development of the young readers.
15:30	**Coffee Break**

Session II

13:00-15:30, Dec. 10, 2017
Venue: **Chigusa2-- 4th Floor**

Theme: History and Culture

Session Chair: **Prof. Yuniya (Yuni) Kawamura**
State University of New York, USA

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.
**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
CH0002 13:00-13:15	Durga Puja Pandals of Kolkata 2016: The Heritage and The Design **Tripti Singh** Indian Institute of Information Technology, Design Manufacturing Jabalpur, India *Abstract*—Durga Puja [1] also known as Sharadotsav or Durgotsava is an annual festival of West Bengal, India, where artists, designers and architects use innovative themes to decorate unique pandals to impress the visitors each year. It involves planning and tedious hard work to give it virtual form. It was interesting that Kolkata (formerly Calcutta) is the capital of India's West Bengal state has an area of 185 km², more than 4500 pandals [2] were erected in that area during the five - day of Durga Puja was from October 7 until October 11, 2016. Each year there are unique themes which comprise art and design techniques at the single place, time and event. Pandals are distinctive from each other, also they deliver a meaningful message to the society. Those pandals are not only a matter of rituals, devotion and aesthetics, but it is a way to realise the ideologies that are dominating current society. It needed to physically capture the event and document the designs, to understand it with soul, spirit and body. The author connected, visited, studied, captured and documented as a researcher of new media art and faculty of traditional, digital and modern installations. The author finds it was the biggest event which can tell so much about current practices, that no other event in the country can knowledge the variety in the context of art and design techniques then this one of a kind held in the country. This paper will explain and acknowledge the art, and design techniques used in some of Durga Puja pandals where the author visited during 7th -11th October 2016 in Kolkata.
CH0007-A 13:15-13:30	Relief and Profit Making: The History of Milk in Post-war Hong Kong, 1945 -1960s **LO Shuk Ying** Department of History, The Chinese University of Hong Kong, Hong Kong *Abstract*—This paper examine the history of milk in post-war Hong Kong. In order to resist against the spread of communism, the United States introduced the Food for Peace Program in Asia in the late 1950s and Hong Kong benefited from it. Millions of tons of agricultural surplus including milk were shipped to Hong Kong since the late 1950s. Why milk? How was it became a relief food? Was it related to its nutritious values? This paper will demonstrate in what ways milk beverage changed people's daily life in post-war Hong Kong. This paper argues that Cold War and global development of dairy industry contributed to the "popularization" of milk beverage in post-war Hong Kong.

CH0010-A 13:30-13:45	The Difficult Reintegration of Former Partisans in Post-war Italy (1945-1955) **Simeone Del Prete** University of Rome "Tor Vergata", Italy *Abstract*—In post-war Italy thousands of former partisans who had contributed to release the country from nazi-fascist domination during the last twenty months of war (September 1943- April 1945) were taken to trial charged with the accuse of murders, abduction, requisition and other expressions of violence. Their «difficult reintegration» had its roots not only in the desperate social situation of Italy in the first years after the liberation and in the lack of efficiency of the program of reinstatement of the combatants in Italian society, but also in the intrinsic peculiarity of the Resistance movement and in the motivations that lead to its birth. The object of this intervention is to analyze how this laborious process of reintegration has influenced the practice of post-conflict violence, being at the same time its cause and effect. The analysis of the ideological, juridical and material impediments encountered by former partisans during the early post-war years becomes one of the keys to reconstruct the individual and collective paths, the change in consciences and the role of those thousands of armed people who were investing the whole Italian social fabric of the late '40s. The hypothesis adopted in this work on the relationship between former partisans and society in republican Italy is the one revealing a connection between the way of being during the war and the subsequent behavior of belligerent actors, especially for what concern the adhesion to a violent conduct made by several former partisans who could not benefit of a satisfactory level of integration.
CH0014-A 13:45-14:00	Houses of urban Malays **Zarina Za'bar** and Syed Iskandar Ariffin Institut Sultan Iskandar, Universiti Teknologi Malaysia (UTM), Malaysia *Abstract*—A house containing Malay occupants (or, indeed, those from any other culture) is intended to accommodate their regular needs for a better quality of life. The fundamental form of Malay houses is based on privacy and traditions and also on the adaptation of Islamic values into their daily routines. Even though the majority of modern housing today is mass-produced and overwhelming, the essential parts of a Malay house are still overpowering in their Malaysian characteristic within the given environment. This paper draws on the living traits of contemporary Malays, which are cultivated through their psyche, spatial behavior, thoughts, and knowledge. A study of selected living rooms in Malaysia was carried out to discover the degree to which the Malaysian features are dominant. The research findings show that the *Malayness* in conjunction with the Malay psyche relates space to suitable utterances, status, physical size, materiality, and faith. The profoundness of these Malay psyches also shows that the Malays are sensitive towards their surrounding and still retain their religious, ethical and moral values when adapting to today's lifestyle. Thus, the implicit Malay psyche, based on the physical spaces of a house, is intricately woven into their daily lives, and hence, the houses become the reflection of the Malay mind.

CH0015-A 14:00-14:15	Convergence of Biopolitics and Thanatopolitics: Metaphor as Illness from Hiroshima to Fukushima **Yuki Miyamoto** DePaul University, United States of America *Abstract*—When the popular manga *Oishinbo* attributed the protagonist's nosebleed and his anomalous exhaustion to his visit to Fukushima in the April 28th and May 12th, 2014 issues of the weekly manga magazine *Big Comic Spirits*, controversy was stirred. Municipal and the central government officials wrote letters of complaint, objecting to the decision to correlate the character's nosebleed with the Fukushima nuclear meltdown of 2011. This paper explores the ways in which radiation-induced illness has been used to consecrate Hiroshima, through official narratives, symbols, monuments, and accounts in popular culture, in contrast to the illness narrated in Fukushima. In describing the real-life story of Sasaki Sadako, who passed away at the age of 12 in 1955 after being diagnosed with leukemia as a result of the atomic bombing that occurred a decade earlier, I will analyze when death from radiation exposure-whether from a nuclear explosion or a nuclear meltdown-is glorified and when an individual affected by radiation exposure is shunned and discriminated against. Drawing upon Susan *Sontag's Illness as Metaphor*, I will demonstrate that the human body is viewed as a landscape of biopolitics. I will argue that biopolitics serves to normalize the slow violence of radiation exposure by legitimizing certain illnesses and deaths while also abnormalizing the irradiated body, which fails to accommodate its biopower. I hope that this study will offer an alternative account whereby we can avoid the normalization of radiation exposure while resisting the ostracization of the affected body.
CH0020-A 14:15-14:30	The Conflict between Cultural Nationalism and Cultural Internationalism: An Impact on Legal Protection and Restitution of Cultural Property **Peerapon Jaderojananont** Law School, Macquarie University, NSW, Australia *Abstract*—The way of thinking about cultural property is based on two schools of thought: cultural nationalism and cultural internationalism. These schools of thought become influential to designate cultural property law in many countries. We may have seen the incentive or benefit stimulating each country to choose which school of thought it favors. In a view of cultural nationalism, countries rich in cultural heritage usually designate their national law which strictly prohibits the export of movable cultural property and also vested cultural property found within their own territory in the state or public authorities' control whereas, in terms of cultural internationalism, some countries encourage the free flow of cultural property and permit cultural property to be privately owned and exercised. Obviously, cultural nationalism is contrary to cultural internationalism because the former prefers to uphold the power of state to control its cultural property located within the territory while the latter recognizes cultural property as common human culture which is independent of one nation's property rights or national jurisdiction or national control and should be shared for mankind. This conflict is not only implicated to the designation of cultural property law at national legal regime, but it also provokes international disputes regarding the protection and restitution of cultural property when cultural property is illegally exported in violation of a nation's export law and the importing nation aims to retain such cultural property by claiming the notion of cultural internationalism. Accordingly, this oral presentation is mainly dealt with discussing and examining the impact on

	legal protection and restitution of cultural property as a corollary of the different way of thinking and it also aims to seek for how both schools of thought should be practically conciliated for creating the best solution.
CH0023-A 14:30-14:45	Soothe Cultural Clashes and Inner Conflicts. Women Intimate Embodiements of Migration and Mobilities in Laos **Pascale HANCART PETITET** Institut De Recherche Pour Le Développement UMI 233 Trans VIH MI　U 1175 *Abstract*—Laos has often been described as a land locked traditional society where women were identified as the docile daughter, wife and mother entirely dedicated to their families and their mode of re-production. Since the Lao opening to international contacts and investments, many women from rural areas have moved to cities to search for a better life, find a new job and earn incomes. Thus the global changing economies and the Laos opening to its market reconfigure those women social roles, practices and gender identities. Within ongoing research programs (ANRS12271/IRD-CRFMIGRLA0) we explored issues related to migration paths and infectious vulnerabilities mostly in interrogating the changing perceptions and practices induced by labor migration on women sexual and reproductive health. We collected various biographical experiences and pathways of women from rural areas who left their communities in order to join peri-urban industrial production areas in order to study and to work in factories and entertainment venues both in Laos and in neighboring countries. Migratory paths raise various cultural clashes and intimate conflicts while considering specifically the construction of intimacy, sexuality and conjugality. The paper aims to examine: How does rural-urban migration shape women gender identifications, loving desires and sexual practices ? To which extend to they achieve newfound aspirations and economic and social elevation? How then do they cope with societal and family related norms and expectations ? We will analyze these issues in presenting some examples based on the intensive ongoing ethnographical data collection. Finally we will propose new paradigm for conflict theories.
CH0034-A 14:45-15:00	Japanese Popular Culture and the Development of Its Cultural Communities in Indonesia **Eni Maryani** Padjadjaran University, Indonesia *Abstract*—Japanese popular culture such as; cosplay, manga, anime, dorama, and Japanese music are spread through various media around the world including Indonesia. Japanese Pop Culture enthusiast in Indonesia often create various communities according to the genre of pop culture that they enjoy. These communities show how the globalization of Japanese popular culture is adopted by Indonesian society. This study aims to explore various factors that enable the formation of various Japanese popular culture communities in Indonesia, reveal the factors that influence the adoption of the culture, and analyze how the communities are being maintained by its members. Through case study method and by conducting data collection through in-depth interview, observation and literature study, this research found 10 most eminent Japanese popular culture communities in Indonesia. They are Otaku, Sailor moon, COPFI, Cosplay, Komunitaku, Kamen Rider, Mangaka, Doraemon, L'Arc-en-ciel, and Anime. The factors behind this community are the needs of

community members to interact with fellow individuals who share the same interests and build a new group identity in their community to gain recognition and avoid alienation from the surrounding culture. They maintain their group through interaction between members either through social media or face-to-face, developing a network of fellow fans in other countries and collecting various artefacts that characterize popular culture or characters they like. Based on these findings, it can be concluded that the globalization of Japanese popular culture can be seen as form of cross-cultural communication mediated by mass and digital media, which is also synergized with the entertainment industry. The adoption of culture in the symbolic level is a form of cross-cultural understanding and it overcomes the substantial differences of culture values between Indonesia and Japan.

CH1006 15:00-15:15	Caste and Provision of Public Goods in India **Raghunath Raghunath Prasad Saket** Satyawati College (University of Delhi), India *Abstract*—The empirical regression results, on the basis of latest data show that even after controlling the effect for other control variables, the public expenditure on education and health was negatively correlated with the population of SC/ST. Consequently, the basic infrastructure (like pucca building, number of classrooms, laboratory for students and teachers and boundary wall in school premises) and facilities (like drinking water, urinal, playground, electricity, computer, medical check-up of students) in schools were negatively correlated with the population of SC/ST. Similarly, in health, the basic infrastructure (like availability of sub-centres, primary health centres and community health centres) and facilities (like electricity, water supply, telephone connections, computer, operation theatre, number of beds to admit patients) in public health institutions were negatively correlated with the population of SC/ST. The availability of general infrastructure (road and national highway in 100 square kilometres), and basic amenities in house premises (drinking water and sanitation) were also negatively correlated with the population of SC/ST.
CH1012-A 15:15-15:30	The Art of Governing *Zomia*: Transforming Process of Murut Nature **Satoshi Watarai** Graduate School of Frontier Science, the University of Tokyo, Japan *Abstract*—J. C. Scott showed that ethnic groups called *Zomia*, living in the mountainous area from Vietnam to India, have a unique living strategy: not being governed. He introduced a new perspective that *Zomia* can be understood as a maroon community fled from the governance of states, rather than as a backward indigenous group. After Scott, *Zomia*-like ethnic groups have been reported by different scholars around the Asia-pacific area. This paper discusses Murut people in Borneo Island, Malaysia, as another example of such *Zomia*-like ethnic group. In order to undertake a participatory observation, two years and an additional two months anthropological research were conducted in a Murut village. Since this village exists within the boundary of a nature reserve, the villagers have long had a conflict with the state government. The Murut villagers initially seemed to do no more than ignore the directions given by the state government, but they gradually transformed their negotiation strategy by engaging in communication with various stakeholders. The community and the state government finally reached an agreement on the park's management plan in 2015. The observation on this negotiation process between the

	villagers and the government provides us with the insights into the nature of *Zomia* people especially when they are put under the governance of a modern state. Given the premise that the expanding power of modern state governance brings the *Zomia* under their submission, as mentioned by Scott, it will become an increasing important task to gain a thorough understanding of their nature.
15:30	**Coffee Break**

Session III

13:00-15: 15, Dec. 10, 2017
Venue: **Heian no ma--4th Floor**

Theme: Innovative Language Education

Session Chair: **Assoc. Prof. Wen Xiong**
Winston Salem State University, USA

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.
**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
CL050-A 13:00-13:15	Development of a mobile assisted learning app for enhancing the Putonghua Language learning **Kou Zhihui** The Chinese University of Hong Kong, Hong Kong *Abstract*—The BA (Chinese Language Studies) and BEd (Chinese Language Education) co-terminal double degrees programme is offered by the Faculty of Education at the Chinese University of Hong Kong. The students are pre-service teachers who need to take the Putonghua Proficiency Test and the Language Proficiency Assessment for teachers (Putonghua) in Hong Kong before graduation. These two tests require students to master the four aspects of Putonghua: listening, speaking, reading, and writing. They are also required to master the Pinyin system. However, according to the Teachers Benchmark Test Assessment Reports released by the Hong Kong Examinations and Assessment Authority in 2015 and 2016, Putonghua teachers got the lowest passing percentages for listening comprehension and the Pinyin system. Thus, efforts must be made to strengthen Hong Kong Chinese language pre-service teachers' skills in these two areas. Currently, the double degrees programme provides students with Putonghua courses. Owing to time constraints, those courses focus on the basic training of Putonghua rather than the special requirements of the Language Proficiency Assessment for Teachers (Putonghua). In recent years, mobile phones and tablets are widely used by students. Educators have promoted the use of Mobile Assisted Language Learning (MALL) to help students learn a language anytime and anywhere. This project aims to develop a mobile app to provide undergraduate students with additional learning opportunities in outside-the-classroom contexts, so that they can effectively learn Putonghua anytime and anywhere. In additional, educators have also promoted the use of flipped classroom at university, which reverses the traditional learning environment by delivering some curriculum content outside of the classroom. To save time, students study content, videos or other materials online before the class. The teacher then organizes and facilitates interactive teaching and learning activities in class. This project will combine the theories of MALL and flipped classroom. The mobile app will be a learning tool for undergraduate students to study Putonghua before classes. They will then participate in class discussions and assessments. The mobile app will focus on Putonghua listening comprehension and Putonghua Pinyin, which will be well integrated with the content of the regular face-to-face lessons. Quantitative and qualitative data will be collected and analyzed to evaluate the effectiveness of the mobile app and flipped classroom. The findings will have important implications for language education in other countries.

CL014-A 13:15-13:30	Students' perceptions over flipped classroom in a French language class at NTU (Nanyang Technological University) Singapore **Mr. Jean-François Ghesquière** and Ms. Estelle Bech Nanyang Technological University, Singapore *Abstract*—With a limited number of contact hours, lecturers are integrating more and more digital technologies to optimize their face-to face contact hours in higher French language classes. The objective of this study is to examine students' perceptions on the use of flipped classrooms and related digital technology in their higher level French language classes. After a brief description of the development of the flipped classroom project for higher French language class at NTU, this paper will present the results of a survey about students' perceptions, performed over the past 2 semesters in one higher level French class. The presenters will share their experience of a flipped classroom, especially on how other digital tools were used to develop the 4 skills of communication and to think about how technologies could be better used to improve students' language learning.
CL029-A 13:30-13:45	Pedagogy of Confidence: Reflexive Auditory Accounts of Adult ESL Classes with Educational Drama **Won Kim** University of British Columbia, Canada *Abstract*—In a move towards more socially-attuned L2 pedagogies (Atkinson, 2011; Duff, 2014), there has been a steady pedagogical/scholarly interest in aesthetic, improvisational educational drama as a means for creating more empowering L2 learning spaces (Smith, 2016; Schewe, 2013; Winston, 2011). These scholars share a strong conviction that educational drama can significantly contribute to supporting educational contexts where L2 learners have dynamic and creative opportunities to develop their expertise in L2 as they process and imagine information in and through language and other semiotic resources (Baldwin & Fleming, 2003). Nevertheless, there is little empirical evidence concerning what is actually taking place in classrooms and how students' L2 learning is impacted when drama is introduced. This presentation reports on an ethnographic multiple-case study of four drama-based adult ESL classes in Canada. Questions guiding this qualitative inquiry focus on the nature of drama-based teaching practices, their impact on classroom discourse, students' identity work, and L2 development, and students' perceptions of their learning experiences. Drawing on multiple theoretical frameworks and data sources, I aim to provide reflexive autoethnographic auditory accounts of lived experiences of participants in the focal classes as heard/felt/experienced by the researcher (as a differently-abled ethnographer) taking on a participant listener orientation (in lieu of that of participant observer). By combining autoethnography, discourse analysis, and ethnodrama, I aim to provide a richer, multi-layered, and nuanced understanding of how drama-based ESL pedagogy can contribute to cultivating students' minds as competent and confident meaning-makers and promoting democratic and dialogic discourse in our L2 classrooms.

CL031 13:45-14:00	The Role of Social Media for Instructional Purposes **Chaiwat Tantarangsee**, Nithiwadee Kosarassawadee, Aungkana Sukweses Suan Sunandha Rajabhat University, Thailand *Abstract*—The purposes of this study are to find out functions achieved in social media-based activities for instructional purposes, and the faculty members' opinions towards the use of social media for such purposes. Samples include 31 faculty members, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University (SSRU), Bangkok, Thailand. A questionnaire is used to collect data. The study discloses 3 functions achieved in social media-based activities for instructional purposes with average time consumption of more than 5 times a week, namely retrieving contents for classroom instruction from websites and YouTube followed by presenting contents from websites and YouTube in classroom instruction, and communicating with students through Line. Moreover, the opinions of the samples towards the use of social media for instructional purposes indicate their perceived value of the usefulness of such media. The opinions with highest mean scores include delivering information, and contents to students followed by satisfying students' need to be tech-savvy, and facilitating communication and collaboration among teachers and students. It can be concluded that the faculty members perceive the technology usefulness of social media and make use of it to develop information retrieval skills and online relationships.
CL056-A 14:00-14:15	Enhancing Writing Skills in a Flipped Classroom through an Action-Oriented Approach: students' perspective in a Beginner French as a Foreign Language class in Singapore **Estelle Bech** and Jean-François Ghesquière Nanyang Technological University, Singapore *Abstract*—Although teachers have already discussed the positive effects of flipped instructional model to improve students' writing academic skills, there remains a paucity of research examining students' perception on written skills acquisition when combining a flipped classroom with an "real" Action-Oriented Approach (AOA) thanks to the potential of Web 2.0. This presentation details an experimentation which is being conducted in class and in the real world with French beginner students from Nanyang Technological University, Singapore. Through surveys and instructor's notes on the students' engagement in the process of their learning, the presenters, after a brief presentation of the project and its context, will share their results and reflect on how blended learning combined to AOA can potentiate students' language skills and motivation for further research in this area.

CL091-A 14:15-14:30	Internationalizing the Language Curriculum: Opportunities and Challenges **Marilyn Lambert-Drache** York University, Canada *Abstract*—Internationalization is increasingly part of universities' planning and strategic objectives. It is generally understood as the process of integrating an international dimension into the teaching/learning, research and service functions of a college or university. Internationalization also suggests an ability of preparing students to develop global competence and become global citizens. There is a consensus that language study is at the core of global competence as it requires intercultural understanding and knowledge. In this context we will discuss the opportunities and challenges that internationalization presents to universities in the area of language teaching and learning. We will reflect on some key questions: does the language curriculum foster global understanding and does it offer enough opportunities to explore cultural diversity and complexity so that it can effectively promote global engagement and citizenship? How can we encourage language students and instructors to leverage the benefits of internationalization? In this context how do we reconcile motivations, expectations and learning outcomes? Looking at the Canadian context and based on studies and surveys conducted at our university that offers language instruction in both English and French and offers programs in twenty foreign languages we will present best practices and discuss the opportunities and challenges of the internationalization of the language curriculum.
CL060 14:30-14:45	Building Students' Reservoir through Multimodal Classroom: Teacher's Perspective **Laily Maulida Septiana Harti** Macquarie University, Australia *Abstract*—The ever-growing ideology of English as global language has brought significant effect to education. Moving from the want to learn the language, English literacy has become the need. Learning English thus becomes an urge, especially in English as Foreign Language (EFL) context. Teaching English needs to go over teaching the elements of the language itself, but more to encouraging learners to be able to negotiate meaning in their purposeful interaction. In EFL teaching and learning setting, various studies focusing on the pedagogy have been conducted. This study is, indeed, leading to the pedagogy of English, focusing on the resources that teachers can utilize to create a conducive environment for learning and building the students' reservoir. In addition, the concept of space in educational setting has given a valuable contribution to carry out pedagogical approach multimodally. This paper examines the employment of multimodal classroom in an EFL university context in Indonesia to develop students' reservoir of English. How multimodality and the use of technology provide affordances and possible constraints to the teaching and learning process is as well presented according to published researches on the same field of study.
CL040-A 14:45-15:00	The Impact of Online Grammar Training on English Listening Improvement **Patcharee Imsri** Walailak University, Thailand *Abstract*—This study aimed to investigate the effects of online grammar training on students' English listening skills. In the pre-test, first year undergraduate students were found to incorrectly comprehend English partly due to their limited knowledge of

	English grammatical structures. Online exercises were then supplemented to see whether they could help improve these learners' English listening skills. The scores from the post-test revealed that these learners were able to perform significantly better than in the pre-test. The questionnaire results revealed that after the on-line training, the students were more aware of what they heard, especially final sound endings. They were also able to apply the grammatical knowledge in their guessing strategies.
CL011-A 15:00-15:15	Development of a mobile assisted learning app for enhancing the Putonghua Language learning **Kou Zhihui** The Chinese University of Hong Kong, Hong Kong *Abstract*—The BA (Chinese Language Studies) and BEd (Chinese Language Education) co-terminal double degrees programme is offered by the Faculty of Education at the Chinese University of Hong Kong. The students are pre-service teachers who need to take the Putonghua Proficiency Test and the Language Proficiency Assessment for teachers (Putonghua) in Hong Kong before graduation. These two tests require students to master the four aspects of Putonghua: listening, speaking, reading, and writing. They are also required to master the Pinyin system. However, according to the Teachers Benchmark Test Assessment Reports released by the Hong Kong Examinations and Assessment Authority in 2015 and 2016, Putonghua teachers got the lowest passing percentages for listening comprehension and the Pinyin system. Thus, efforts must be made to strengthen Hong Kong Chinese language pre-service teachers' skills in these two areas. Currently, the double degrees programme provides students with Putonghua courses. Owing to time constraints, those courses focus on the basic training of Putonghua rather than the special requirements of the Language Proficiency Assessment for Teachers (Putonghua). In recent years, mobile phones and tablets are widely used by students. Educators have promoted the use of Mobile Assisted Language Learning (MALL) to help students learn a language anytime and anywhere. This project aims to develop a mobile app to provide undergraduate students with additional learning opportunities in outside-the-classroom contexts, so that they can effectively learn Putonghua anytime and anywhere. In additional, educators have also promoted the use of flipped classroom at university, which reverses the traditional learning environment by delivering some curriculum content outside of the classroom. To save time, students study content, videos or other materials online before the class. The teacher then organizes and facilitates interactive teaching and learning activities in class. This project will combine the theories of MALL and flipped classroom. The mobile app will be a learning tool for undergraduate students to study Putonghua before classes. They will then participate in class discussions and assessments. The mobile app will focus on Putonghua listening comprehension and Putonghua Pinyin, which will be well integrated with the content of the regular face-to-face lessons. Quantitative and qualitative data will be collected and analyzed to evaluate the effectiveness of the mobile app and flipped classroom. The findings will have important implications for language education in other countries.
15:30	**Coffee Break**

Session IV

16:00-18:15, Dec. 10, 2017
Venue: **Cocoon-- 4th Floor**

Theme: Sociolinguistics

Session Chair: **Prof. Francien Herlen Tomasowa**
Brawijaya University, Indonesia

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ID	Title+ Author's Name
Opening Speech 16:00-16:15	Minority Languages, Sustainable Documentation and Grassroots Higher Education Research in Regional Entrepreneurialism **Francien Herlen Tomasowa** Brawijaya University, Indonesia *Abstract*—Indonesia is prone to the threat that minority cultures will be eliminated, but the Indonesian lingua franca has always absorbed regional cultures to augment its diversity. This rationale motivates the sustainable documentation of regional languages by Brawijaya University in Malang. Sophomore students undertake research in their home districts, with the guidance of the Professor of Applied Linguistics. Usage is documented, incorporated into an annual database and analysed. This grassroots research gains benefit from infiltration and continual inclusion of the current generation who provide insights relevant to on-the-ground reality, especially in the current and future potentials of the Internet of Things.
CL001 16:15-16:30	A Survey on the Order of Gendered Binomials and Attitudes towards Gendered Roles **Suthinee Promkandorn** Payap University, Thailand *Abstract*—Even with rising concerns about gender equality in many countries, sexist languages appear to be very common in every day communication. Based on sociolinguistic perspectives, this study seeks to investigate if a male or female term is addressed first in personal binomials and to explore the attitudes towards gender roles. The participants included 20 international students from a Thai university. The data was collected by using a questionnaire which consisted of two sections. The first section asked the participants about the order of common gendered binomials they used in their language. The second section questioned which gender (i.e. male, female, or both) was more appropriate towards particular roles in the society, including family roles, social roles, and political roles. The findings indicated that most of the subjects conventionally addressed male terms first, with a percentage of 67.42. Male-Female binomials were higher among the Asian subjects than the Western ones, and among males more than females. Regarding attitudes towards gender roles, the participants thought that "both genders" were equal to most roles (41.67%), followed by male (33.96%) and female (24.38%). Among Asian participants, the opinions towards male roles were apparently strong, especially in male Asians. Contrastively, gender equality was perceived very important among Westerners, particularly in females. Accordingly,

	the study concluded that attitudes towards gender roles were an important factor underlying the linguistic patterns of gendered binomials.
CL080 16:30-16:45	Language Ideologies and Multilingualism: Discourses of the Loss of Language **Mallikarjun Meti** Kuvempu University, Shivamogga, India *Abstract*—This paper attempts to explore an ecological understanding of the loss of language in a multilingual country such as India. India is abundantly blessed with linguistic diversity. Tribal, minorities', and non-schedule languages can significantly contribute to the development of linguistic diversity of this country. Linguistic pluralities and ideologies intrinsically exist in various forms of sociolinguistic narratives of our societies. These narratives happen to be the primary representations of subaltern groups and also marginalized communities of this country. In this paper, we point out linguistic diversities and ideologies in 'commonsense' beliefs, political and sociocultural orientations. However, there is a cultural and linguistic loss that always takes place in the process of linguistic globalization and imperialism.
CL066-A 16:45-17:00	When English Idioms Meet Cantonese Idioms: A Cognitive-Linguistic, Cross-Linguistic Analysis of Metaphor and Metonymy in Figurative Idioms **Leung Chung Hong, Danny** The Open University of Hong Kong *Abstract*—The influence of L1 (first language) on L2 (second language) learning has been both theoretically documented and empirically investigated in the second language acquisition literature. Almost all such studies with a focus on idiom comprehension indicate the significant role of L1 in either facilitating or debilitating L2 idiom comprehension. The present study was designed to further test the assumption that cross-linguistic influence plays an important role in L2 idiom comprehension. Although the role of L1 in L2 learning became dubious when the traditional Contrastive Analysis fell out of favour in the 1970s, many current applied studies in Cognitive Linguistics have lent empirical support to both the theoretical and pedagogical soundness of L1-L2 cross-linguistic analysis in L2 idiom comprehension. In order to understand how L1 Cantonese learners of English comprehend L2 English idioms, the present study carried out a cross-linguistic analysis of a sizeable amount of English and Cantonese figurative idioms coming from five source domains, which are BODY PARTS, ANIMALS, COLOURS, FLAVOURS and NATURE. This presentation will report on: 1) how two cognitive-linguistic notions – conceptual metaphor (e.g. LOVE IS A JOURNEY; ANGER IS FIRE) and conceptual metonymy (e.g. HAND FOR HELP; WHEELS FOR CAR) – serve as underlying mechanisms motivating the meaning of the idioms in the two languages; 2) a five-correspondence typology established to systematically compare and contrast English and Cantonese idioms; and 3) in what ways the cross-linguistic analysis of English and Cantonese idioms will add to the body of knowledge on cross-linguistic variation in idiom use and on helping L2 teachers anticipate and better understand the problems that L2 learners face in learning English idioms.

CL087 17:00-17:15	The Arabic Alphabetical Letter A Psychological, and Sociological Reading **Manal Najjar** University of Tabuk, Saudi Arabia *Abstract*—Arabic letterforms of written texts, whether in poetry or prose, might uncover a unique means of expression that communicates with the eye and unlock a new channel towards human communication. This study, therefore, proposes a different and unusual perspective of analyzing written texts that allows for experiencing the aesthetic, psychological and sociological dimensions underlying the artistic value and representation of each Arabic alphabetical letter in its various forms and shapes. It also evokes the reader's perception and appreciation of the visual language of the written text represented in the alphabetical letters as an effective tool of expression where the letter in some literary texts, transcends its material entity to form a drawing or a shape that discloses to the eye the secrets of the heart. The reading suggested in this study exceeds the phonetic, lexicographic, morphological, syntactic and semantic meanings of words, enriching meaning with a different profound human consideration in which the Arabic letter reflects or echoes both psychological and sociological perspectives forming an aesthetic phenomenon that is able to convey the writer's inner self and emotions. This visual reading paves the way for new fields of research and text analysis with the aid of psychological and sociological sciences. In this reading, the visual compositions perceived by readers are to be inserted as one of the basic parameters of textuality and contemporary text analysis for both writers and readers.
CL093-A 17:15-17:30	Interjections as devices of politeness **Mayumi Nishikawa** Setsunan University, Japan *Abstract*—Interjections are regarded as linguistic items that represent speakers' feelings, mental states or activities (Ameka 1992; Wilkins 1992; Nishikawa 2010 etc.). For example, by using "wow", speakers show that they have just received information they are very impressed with. Additionally, interjections play a very important role in communication in order to maintain good social relationships, for example by inducing politeness. Consider the following examples: (1) Tom: Let's go a movie tonight. Mary: Oh, I have another appointment tonight. (Nishikawa 2010: 241) (2) Tom: She is cool, don't you think? Mary: Well, I don't think so. Without oh in (1) or well in (2), each of Mary's utterances would sound more blunt or rude. That means that these interjections contribute to politeness in interactions to some degree. However, the problem is why and how that happens. In this presentation, I will show that interjections induce politeness in three ways: by showing that speakers have just received unexpected information, by showing that speakers are thinking about what to say next, and by showing that speakers share the feelings or emotions of listeners

CL1010-A 17:30-17:45	Understanding the Workforce Cultures Globally: American College Students' Internships in China **Wen Xiong** Winston Salem State University, USA *Abstract*—"Companies in major industries report that they are unable to grow and compete:49% have unfilled job openings, and 37% can't take on new business. In contrast, 96% chief academic officers believe that college graduates are well prepared. Only 11% of business leaders agree (Gallup and Lumina 2014)". Through analyzing the 10 American college students' internship reports, the paper attempts to answers two research questions: (1) Does long-term internship in target language community help to improve the language proficiency, cross-cultural competence and professional experience? (2) What are the satisfied internship outcomes from the perspectives from the students? Data is based on American college students' reports written between 2010-2015 in Chinese. The duration of the students' internship is half year in Chinese speaking countries/regions. This study will provide insights on areas of language learning and teaching, culture adaptions, which are providing essential skills to prepare young generation for ever-changing real world.
CL095-A 17:45-18:00	The Withering of Social Justice from Democracy **Narayanaswamy Kuppur Yalappa** Government Arts College Bangalore University, India *Abstract*—India was envisioned as a social, secular, and democratic republic as per the Constitution to attain the ideal of the welfare state. In this context, social justice can be understood as an indicator of how or whether the country is moving towards this vision. Communication is an integral aspect of social justice in the sense of how social justice (in the form of welfare programs) is communicated to its people. However, the idea of social justice itself is limited by the use of English and Hindi by governments in conveying information about such schemes to the public. This paper explores the implications of using only English and Hindi in such communication, and how the avoidance of the use of the regional language itself voids the very essence of social justice; one of the basic rights of a citizen is that he/she be addressed in the regional language. The earlier experience of governance was felt through the hegemonies of Sanskrit, Arabic, and English over centuries, and this hegemony remains with us as a racial memory. When India became a republic, the division of states based on language was carried out in order to address this very problem, i.e., the bridging between the hegemony and the citizen. While this move was geographically disadvantageous in terms of administration, the idea was to convey the citizens' rights and benefits to them in their own language, and not just for emotional reasons. However, the idea died a premature death and social justice was stillborn when the central government adopted the so-called pan-Indian Indian Administrative Services (IAS, IPS, etc.) While these cadres were expected to learn and administer in the regional language, there was in fact a strong resistance towards the use of regional languages in administration, and in the South Indian states, the problem was compounded by the appearance of Hindi as a second unfamiliar administrative language. This negation of the autonomy of the regional languages has rendered social justice vulnerable. Further, with the advent of newer education policies and the global marketplace, social justice now merely remains a scarecrow. Two of the primary reasons underlying this state are the nationalist and internationalist paradigms of understanding the regional language; these

	two paradigms imply the disability of the regional language in adapting to their ideas of modernization. This paper explores the gap between the ideals of social justice and the results of social welfare experiments over the last 60 years. The paper proposes that the rejection of the nationalist and internationalist paradigms can lead to restoration of the autonomy of the regional language, and the peoples' ability to participate actively in governance and remove the stain of being branded as mere "receivers."
CL114-A 18:00-18:15	Global Discourse as a Consequence of Cultural Expansion and Acculturation **Gulnara Omarbekova** Nazarbayev University, Kazakhstan *Abstract*—This article is devoted to the study of the problem of the formation of global discourse, understood as a form of communicative interaction. Formed as a result of the influence of various extra-linguistic and psycho-cognitive factors on a given speech flow in order to avoid communicative failures of acculturation to the world standards of communication in a dialogue of cultures. This type of discourse is a consequence of the linguistic and cultural expansion of languages, the lingua franca and globalization cultures. Its appearance is conditioned by the desire of communicants to achieve mutual understanding in the face of increasingly intensified intercultural conflicts as well as psychological and cognitive dissonance in the process of interaction between communicants. The achievement of agreement and understanding is carried out in conditions of regulating the communicative interaction of global postulates of communication, developed on the basis of the principles of cooperation, courtesy and economy of linguistic means in the works of English scientists and accepted in the English society. It is the use of these postulates of communication that helps to eliminate the facts of interruption of communication due to the communicative pressure of manipulative influence on the interlocutor. And this will create a psychological and cognitive dissonance in intercultural communication. This leads to misunderstanding of each other's communicants, and contributes to the emergence of intercultural conflicts. In connection with this, the study of the formation of a global discourse of the acculturating multilingual and multicultural communicants in the process of assimilating the mechanisms of attraction to a different culture (empathy and sympathy), the achievement of cultural and linguistic integration as a result of mastering the general socio-cultural experience and thesaurus is an actual problem of cultures. In the current conditions of the globalization of languages and cultures, the processes of convergent interaction of languages and cultures are transformed and go beyond simple simplification and assimilation.They take the form of partial assimilation and acculturation in terms of linguistic and cultural expansions. For the complete processes of convergent transformation of languages in conditions of cultural linguistic expansion, the acculturation adaptation of them to each other in order to achieve a dialogue between cultures requires a study of formal discourse in lingua-cultural and psycho-cognitive aspects, the development of this theoretical problem of methodological foundations. The aim of the study is to build a contrastive-cognitive and acculturative model of the ballistic discourse, to identify its description - strategy of cooperation, courtesy, relevance and economy based on the postulates, the communication of the English-speaking society that provides cultural expansion. The work has tested an integrative methodological paradigm that combines anthropocentric, psycho-cognitive

	and synergetic principles that allow using a variety of knowledge to describe global discourse and its means. Used methods: cognitive-matrix analysis that allows to characterize the phenomenon of global discourse through various cognitive contexts and critical comprehension of different points of view on the nature of discourse (the method of discursive analysis); contrastive-cognitive comparison of norms of communication and behavior in different societies (contrastive-comparative method); the use of certain postulates, norms in the framework of intercultural communication (the method of using communication strategies); the elimination of psychological and cognitive dissonances (methods of analyzing the perception of another communicant and his behaviour). Scientific results: a model of global discourse is constructed; discursive strategies of cooperation: courtesy, relevance and economy of language facilities are defined; strategies for methods of intercultural communication of discourse that meets the needs of intercultural communication are suggested.
18:30	**Dinner**

Session V

15:45-18:15, Dec. 10, 2017
Venue: **Chigusa2-- 4th Floor**

Theme: Linguistics and Literature Study

Session Chair: **Prof. Chaochang Chiu**
Yuan Ze University, Taiwan

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.
**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
Opening Speech 15:45-16:00	Text Analytics for Online Brand Image using Electronic Word of Mouths (eWOM) Tinny Lie, Chi-I Hsu and **Chaochang Chiu** Yuan Ze University, Taiwan *Abstract*—Adoption of mobile devices is widely studied, especially on the factors affecting their attitudes and behavior of using mobile devices. However, seldom research from a marketing perspective has been found about understanding how consumers choose among different brands of mobile devices. Nowadays, online review about consumer electronic products, in particular the mobile devices' brands and products, has been the major information source for purchasing decision. And these online reviews become the electronic word of mouth (eWOM) of these products, while eWOM is one of the main channels to develop brand image in consumers' mind. This study aims to identify the brand image of three major mobile tablet brands from online review comments in the social media. Text mining techniques and associative network analysis are applied to analyse their online brand images. Comparison and contrast of brand image among three brands of mobile tablet are conducted in this study. Adopting the perspective of brand image measures, three dimensions (favorability, strength and uniqueness) are analysed through text mining from the eWOM on product attributes and perceived benefits of these three brands. Through the collection of data from the online forum, this study attempts to build the brand map for the product investigated in this study. In particular, whether online brand image is developed through the online review comments or online brand image influences the online review comments will be discussed.
CL1024-A 16:00-16:15	A Document Based Heuristic N-Phrase Rules Approach for Telecom Customer Churn Prediction using Internet Customer Reviews Chaochang Chiu, Po-Yang Chen and **Chi-I Hsu** Kainan University, Taiwan *Abstract*—Factors affecting the intention to use mobile devices are widely studied from the psychological and social standpoint. In the recent years, due to the popularity of the mobile network services, the competition between the telecom companies becomes more intense than before. With the new business model comes up the telecommunications company can find out there were lots of opportunity at the decision analytics and business intelligence. Social media provides a huge amount of messages that are viable in revealing customer usages experiences and business services insights. By collecting and analyzing these messages, telecom companies can

	obtain more understandings about the produce/service preferences form its customers, based on which more effective churn prevention mechanisms could be improved from customers' opinions. This research develops web crawler and automatic sentiment mechanism to analyze eWOM (electronic word of mouths) for major telecom companies in Taiwan. Keywords derived from the negative customer reviews are cross-referenced between the position map, based on those overlapped keywords it may suggest the key features causing customer to churn from their existing service. With this inferred information, the companies can further verify and re-confirm using the real lost customer data.
CL076 16:15-16:30	Transitivity Analysis of J.K. Rowling's Commencement Address at Harvard University **Fengjie Li** and Ran Tao Tianjin University of Finance and Economics, China *Abstract*—The paper analyses J.K. Rowling's Commencement Address at Harvard University from the perspective of functional linguistics. Halliday's Systemic-Functional Linguistics is considered as the analysis framework of this paper. This framework divides language function into three parts: ideational function, interpersonal function and textual function. The author analyses the discourse from the transitivity system of the ideational function which includes six processes. Through the analysis, it attempts to help readers to understand the features of the lecturer and the thematic meaning of this speech from a different angle.
CL024-A 16:30-16:45	Creating the Literature Portfolio: the Application of Facebook in the Literature Classroom **Lin Hui-Wei** Chia Nan University of Pharmacy & Science, Taiwan *Abstract*—Social networking sites have gained immense popularity with the younger population. For instructional purposes, these sites can be very useful for teachers as well, as they can reach out to their students more easily, even when they are outside of school. Facebook, because of its major global popularity, has been the most widely used platform among students and teachers. It has been indicated by relevant literature that the important value of Facebook implementation in academic activities includes three underlying dimensions: communication, collaboration and resource sharing. However, the academic use of Facebook is still limited and restricted and that academicians are not much inclined to integrate these devices into their practices for reasons such as cultural resistance, pedagogical issues, or institutional constraints. In this paper a research on the application of Facebook in a literature classroom is presented. This research deals with the application of Facebook as a literature portfolio which aims to facilitate a deep transformation of the teaching of language and literature in an EFL context. A total of 46 students of English major participated in the research. The results established a positive correlation between the academic performance of students and the frequency of use of Facebook for creating the assigned literature portfolio. Further analysis revealed that, according to students, Facebook functions as a means for learners to discuss contents, elicit emotions, energize extraordinary senses, and even entertain. It also serves as a Learning Management System (LMS) for teachers to archive and retrieve content material for lectures and group work. Attention to such work might help us consider what can be done with a scientific discipline of teaching literature based on social media tools.

CL030-A 16:45-17:00	Lu Xun on Money and Political Economy of Relations **Makiko Mori** Auburn University, USA *Abstract*—Studies on modern Chinese literature have conventionally paid little heed to the relations between literature and money: if not to make a particular ideological claim, money was often regarded as too insignificant or vulgar to take into serious consideration for a discussion of literature. However, a transformation of the existing cultural ethos in early-twentieth-century China was inextricably entwined with a growing influx of new, capitalist money. Money cannot be separated from a discussion of modern Chinese literature, be it in its formation or development. In this conviction, this paper attempts a re-reading of Lu Xun's (1881–1936) vernacular stories and early essays, limiting to the period before 1930, that is, before a vogue of socialist realism began to reorganize the field of literature. The paper begins with a discussion to situate Lu Xun, a major critic and writer of May Fourth New Literature, in a larger context of the contemporaneous discourse on money. It shows how he shared with the May Fourth critics a general sentiment against the contemporary popular fiction industry—in particular its obsession with money, as they often characterized. The discussion then focuses on how Lu Xun, however, did not simply endorse his May Fourth colleague's fear against the morally polluting power of money and, instead, maintained a keen interest in money. In the last section, the paper demonstrates the ways in which Lu Xun articulated and problematized money as an important question concerning the political economy of relations in his works.
CL090 17:00-17:15	The Problem of the Posthumous Edition: The case of Sylvia Plath's *Ariel* Keiko Kimura Kobe Women's University, Japan *Abstract*—Sylvia Plath's best known book is Ariel, and it has three versions. The first one was published posthumously by her husband, Ted Hughes, in the U.K. in 1965; the second one was published in the U. S. in 1966; and the last one was put out by her daughter, Frieda Hughes, in the U.K. in 2004. After Plath's death, Ted Hughes as her husband had the right of executor and editor of Plath's poems. Using his right, in publishing her poems Hughes not only changed Plath's arrangement of the poems, but deleted those which seemed to offend him or his relatives. As a result, one third of the poems had been suppressed. Because of that, the criticism and assessment of Ariel turned in different directions. She has continued to be labelled a suicidal poet.
CL023 17:15-17:30	Analysis on Modals of Filipino as a Category of Adverb **Nina Lilia R.Javier Bulacan** State University，Philippines *Abstract*—This study discussed and analyzed the different modals of Filipino language wherein a concise and easy to understand description of the modal was given by the researcher. There is only a limited number of books in Filipino that discuss modals. In the Tagalog and Filipino grammar, it was not yet clear on what lexical category modal is included. This study clearly explained that the modal in the Filipino language is a category of adverb because the adverb dictates the modal in Filipino. The modal is also focused on the word it modifies in the sentence; therefore, the modal acts as a modifier. The study used comparative analysis on the modals in Filipino and English. This analysis uncovered the great role of modals in changing the meaning of the sentence. It is important to understand the use of modals because by using modals in sentences (syntax), there would be a clear semantics or a well-defined meaning denoted and distinct purpose of the speaker. Overall, these insights will also serve as a contribution

	to the study and teaching of modals of Filipino and eventually, this can also be included in Filipino grammar books.
CL1021 17:30-17:45	The Digital Linguistics: Three Breakthroughs in Speech Sound and the Adaptation/Exploitation of Sign Reflex Mechanisms for Linguistic Processing **Kumon Tokumaru** Digital Linguist, Japan *Abstract*—The author hypothesized that the language of modern humans is a digital evolution of mammal analog vocal sign communication based on in-brain vertebrate sign reflex mechanisms. Analog signs are frequency patterns. It is not easy to differentiate and share more than 100 different analog signs with respective meanings. Digital signs are generated by permutations of distinctive elements, phonemes, and it is easy to generate infinite and unique signs. In the brain, sign reflex mechanisms can be operated by immune cell networks inside ventricle system. Antigen and antibody molecular structures constitute specificity pairs and cope with infinite sign waveforms or shapes. The author identifies that there are three evolutionary breakthroughs (BTs) in speech sound, namely, (i) the acquisition of phonemes and accents, (ii) character set and literacy, and (iii) electronization and keyword search by computer networks. The author looks for how linguistic humans should develop themselves to cope with these breakthroughs.
CL032 17:45-18:00	Local Culture Literacy Movement: Empowering Students' MotherTongues to Promote Cognitive and Affective Development in the Primary Schools **Sri Murni** and Mutsyuhito Solin State University of Medan, Indonesia *Abstract*—Previous researches show that students learn better in their mother tongues in the first years of schooling. However, the power of mother tongues as an effective learning resources have been long forgotten. As the consequences, local vocabularies which bring with them local wisdom are replaced with unfamiliar ways of perceiving life which make the first years of schooling become more difficult in terms of cognitive and attitude development. The study was conducted with two purposes: a) To find out relevant learning resources from the mother tongue for students/teachers use in the first years of schooling; b) To describe how these learning resources work in promoting both cognitive and attitude development. The study was conducted in Dairi District in North Sumatera Province. Local wisdoms and narratives were collected, selected, and rewritten to be used as learning resources for students to learn to read. The data were analyzed to show how those learning resources improve students' cognitive achievement (the reading competency) and attitude (the internalization of local wisdom). The results show that students' reading competence and attitude improve better if they are exposed to mother tongues based learning.
CL100-A 18:00-18:15	Using Machine Learning to Identify Old English Poetic Style **Ravi Mynampaty** Independent Scholar *Abstract*—Over the years many scholars have explored the topic of "style" in Old English poetry (e.g., see Calder 1979 for a collection of essays on this topic). In these explorations, several approaches have been used. Analyzing auxiliary-verbal data is an

	example of one such method (Donoghue 1987). However, these studies have found that it is still difficult to come up with features that clearly mark one poem's style as different from another. Therefore, it appears that classifications, and therefore styles, of Old English poems are not well-defined. This paper offers a new approach in the digital humanities by leveraging computer algorithms—specifically, unsupervised machine learning techniques—to determine poetic style. Building on previous research, this approach clusters nineteen Old English poems into groups based on their syntactic features to determine if these groups represent styles based on the shared characteristics of their constituent poems. Additionally, this machine learning method singles out auxiliary-verbal features of poems commonly attributed to Cynewulf and identifies other poems that share these features. This paper will show that while no distinctive style boundaries are found among the groups into which the nineteen poems clustered, this computational technique makes a compelling case for an additional poem to be included in the Cynewulfian canon. Furthermore, this paper postulates that a combination of some syntactic features constitute a Cynewulfian "fingerprint."
18:30	**Dinner**

Session VI

15:30-18:15, Dec. 10, 2017
Venue: **Heian no ma--4th Floor**

Theme: Education and Education Management

Session Chair: **Assoc. Prof. Tan Choon Keong**
Universiti Malaysia Sabah, Malaysia

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.
**After the session, there will be a group photo for all presenters in this session.

ID	Title+ Author's Name
CL051-A 15:30-15:45	Generic PELA as Determinant of English Writing Performance Patterns among Tertiary Students across Disciplines: Basis for a Discipline-Specific PELA and Argumentative PELA that Aim to Improve Low-Performing Students' English Writing Competencies **Nimrod Lawsin Delante** James Cook University Singapore *Abstract*—This study examines the effectiveness of a generic Post-Entry Language Assessment (PELA1) in determining undergraduate students' English writing performance patterns based on generic2 PELA data that are culled within 2 years and 6 months, and in influencing the creation of a discipline-specific3 PELA and a generic argumentative4 PELA that targets to improve low-performing students' English writing competencies. This study also examines the effectiveness of both discipline-specific PELA and argumentative PELA in predicting students' English writing performance and academic performance and in creating an opportunity for language intervention programs to take place, namely (1) discipline-specific English writing workshops for students enrolled in one general Bachelor of Business (BBus) course, and (2) generic critical writing workshops for the students enrolled in one general Foundation course. This study hopes to find if those students who performed poorly in the PELA, i.e., Band 3 (At-risk), will show significant improvement in their overall academic performance in their subjects reflected in their written assignment score (English writing performance) and final grade for the subject (academic performance). The results of this study will be helpful in influencing academic decisions to continue the conduct of a discipline-specific PELA and a generic argumentative PELA in determining the English writing competencies of students in both Foundation and BBus tracks as they commence their degree programs in the university. One of which could be the compulsory integration of an effective writing course, i.e., CU1000 or English for Academic Purposes, into the students' study plan. The results of this study will also help to underscore the need to embed English writing workshops in response to PELA outcomes with the aim to develop not only the students' English writing competencies but also their overall academic performance.
CL065-A 15:45-16:00	Factors that affect the degree of foreign accent in Mandarin as a second language **Lani Freeborn** The Chinese University of Hong Kong, Hong Kong *Abstract*—Previous research has established that a number of factors can influence the

strength of perceived foreign accent in second language (L2) speech. However, the majority of past studies have only considered foreign accent in European languages, notably English. Therefore, it remains unknown whether the same factors influence foreign accent in other languages. The aim of this study was to explore which factors affect the degree of foreign accent in L2 Mandarin. 70 participants learning L2 Mandarin in China recorded speech samples and completed a language background questionnaire. These speech samples were rated by 15 native Mandarin speakers for the degree of foreign accent on a 9-point Likert scale.

Stepwise multiple regression analysis resulted in a 3-predictor model of pronunciation accuracy: self-rating of foreign accent, HSK proficiency level, and motivational reasons. The results of this study suggest that (1) the degree of foreign accent in L2 Mandarin is not affected by the same factors as in previous L2 accent studies, and (2) the concepts of accentedness and comprehensibility may be more intricately linked in lexical tone languages like Mandarin compared to European languages. These findings have wider implications for the field of second language acquisition, whose theories are largely based on findings from studies of European languages.

CL083-A
16:00-16:15

Students' Perceptions of Teaming to Teach
Kadir Özsoy
Anadolu University, Turkey

Abstract—Collaborative teaching is defined as two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space (Bacharach, Heck & Dank, 2004). As a model of collaborative teaching, team teaching usually refers to two teachers combining their classes and sharing responsibility for instruction. Although it is basically a form of teacher training model and has been regarded as an alternative way of teacher development, the effects of team teaching on learners is also worth discussing. Having two minds administering a lesson to a group of students allows students to connect with different teaching styles and personal attitudes. The co-planning process encourages two teachers to bounce ideas off each other in order to deliver the strongest, most creative lessons for learners. This study examines students' subjective experience associated with team teaching. In this study, a perception questionnaire is adapted and used to reveal the students' perceptions towards team teaching implementations carried out during the term. The presentation will start with the description of the essence of team teaching and its benefits in language teaching. After the introduction part, methodology of the study, setting, participants, instrument and data analysis will be explained in detail. As for the results of the study, perceptions of the students regarding effects of team teaching on their learning will be presented. The presentation will end with the implications, which will give new insights to the teachers about why team teaching is an alternative model to use in language teaching.

CL408
16:15-16:30

Golden Brain Theory (GBT) for Language Learning
Tapas Karmaker
Fatima Foundation, Bangladesh

Abstract—Centuries ago, we came to know about "Golden Ratio" also known as Golden Angle. The idea of this research is based on this theme. Researcher perceives 'The Golden Ratio' in terms of harmony, meaning that every single item in the universe follows a harmonic behavior. In case of human being, brain responses easily

	and quickly to this harmony to help memorization. In this theory harmony means a link. This study has been carried out on a segment of school students and a segment of common people for a period of three years from 2003 to 2006. The research in this respect intended to determine the impact of harmony in the brain of these people. It has been found that students and common people can increase their memorization capacity as much as 70 times more by applying this method. This method works faster and better between age of 8 and 30 years. This result was achieved through tests to assess memorizing capacity by using tools like words, rhymes, texts, math and drawings. The research concludes that this harmonic method can be applied for improving the capacity of learning languages, for the better quality of lifestyle, or any other terms of life as well as in professional activity.
CL084-A 16:30-16:45	Monitoring learner progress through exit tickets **Özge Özsoy** Anadolu University, Turkey *Abstract*—Teachers and learners very often leave the learning environment with little reflection on what has and has not been learned. Thus, teachers miss the opportunity to track learner progress and plan the next lesson based on real needs, and learners fail to identify their areas to work on and assess how they are progressing compared to their classmates. Using online exit tickets may help teachers and learners record and demonstrate what has been learned and what needs further guidance and practice. In this study, 30 EFL students were asked to complete exit tickets after every lesson to demonstrate and reflect on what they think they have learned well and what they have had trouble with understanding or using. The researcher/teacher used the information to plan the next lesson or assign additional homework on problematic areas, thereby encouraging learners to do additional work on the areas that reportedly needed further practice. At the end of a two-month period of teaching, a survey was distributed to the learners to assess their perceptions on the effectiveness of using exit tickets in their language learning progress. Results showed that learners have found exit tickets conducive to self-awareness, motivation, and learning.
CL085-A 16:45-17:00	Challenges with Self-reflection Assignments in ESL and EFL Contexts **Dr. Olga A Filatova** and Karina Amirkhanova Miami University, Oxford, OH, USA *Abstract*—Research has shown that student self-reflection in the form of critical review and analysis of past learning and life experiences leads to improvement in academic performance (Dewy, J.1991, Denton, D. 2011, Gino, F. 2014, Lew, M. 2011, Pisano, G. 2014, Staats, B. 2014, Schmidt H. 2000, 2011, Sommers, J. 2011, Taras, M. 2010, Zimmerman B. 2002, 2008). Consequently, the formation of learners' reflective culture (creating and supporting their habits of reflection) becomes crucial in a modern day classroom both in ESL (English as a Second Language) and EFL (English as a Foreign Language) contexts. Instructors often incorporate this type of assignments into their teaching practice, but might experience difficulty designing, scaffolding, monitoring, commenting on and grading meaningful reflective assignments, and students struggle with demonstrating critical thinking skills and performing self-analysis and reflection in their responses. The authors have been incorporating self-reflection assignments in the form of reflective journals (RJ), blogs, student portfolios, individual paper cover letters,

	narrative of progress, reading responses, critical text annotations, and reflective papers into teaching English writing to non-native speakers in ESL (USA) and EFL (Russia) context for several years and observed a number of issues with this type of assignments. This presentation will describe the issues which include but are not limited to supervision and teacher's control over student writing, difficulty with formal assessment of self-reflective work, privacy and confidentiality of student work, narrative or descriptive instead of self-reflective nature of writing entries, and peer interaction and peer-review of students reflective writing. The authors will provide examples from both EFL and ESL contexts and give practical recommendations how to deal with each of the issues that would maximize the benefits of reflective techniques.
CL086-A 17:00-17:15	Summary Writing Strategies Japanese EFL Learners Employ: Are They Effective? **Makiko Kato** Sophia University, Japan *Abstract*—Despite its importance in foreign language education in general, and in the field of teaching Language for Academic Purpose in particular, summary writing is deemed to require an extremely complex cognitive operation. Indeed, research to date shows that it is one of the most difficult skills that language learners acquire only after a long period of practice (Day, 1980; Hill, 1991; Hirvela and Du, 2013). The present paper reports on results obtained from on-going research exploring the nature of summary writing processes and product based on the framework of a theory skill acquisition proposed by Anderson (1982, 2004). The participants were 74 sophomores of a technical college (90% males and 10% females), who were enrolled in a course in English as a Foreign Language. The students were asked to write a summary of the 230-word English text using their own words reducing it to one-third as long as the original text. They were subsequently asked to respond to summary strategy inventory adapted from Li (2014). The inventory was divided into four parts, reflecting the actual process of the students' summary writing, i.e., the strategies they would use 'before reading (the text),' 'while reading,' 'after reading,' and 'while writing (a summary)'. The summary was marked by three raters, who were all in-service English teachers, based on the marking rubrics developed by Li (2014), consisting of four sets of criteria including 'main idea coverage,' 'integration (of key ideas)', 'language', and 'use of source'. To analyze the two data sets, the students were first divided into two groups according to the total score of the product. The results showed that there were differences between lower and higher groups of students in the type of strategies they reported using; e.g., 'while reading', $t(72) = 2.75$, $p < .01$, and 'while writing', $t(72) = 2.92$, $p < .01$. There were also differences in the strength of associations between strategy use and the product between the two groups. Reporting other relevant findings, the presentation will be concluded by offering several suggestions for the instruction of summary writing in language teaching, and implications for the future more fruitful research.
CL1007-A 17:15-17:30	Teachers' background and English language teaching in Hong Kong **Yeung, S. S**. & Ng, M. L. The Education University of Hong Kong, Hong Kong *Abstract*—In Hong Kong, English instruction begins early and is delivered as a school subject in kindergartens. English teaching approaches are diverse and English Teachers' background varies greatly among different kindergartens. It is acknowledged

	that teachers' background may influence their pedagogical approaches and students' learning. In the present study, we explore the differences between the teaching content and quality of instruction delivered by English teachers who are native speakers of English or non-native speaker of English. We compare their teaching content and quality of instruction based on lesson observations over one school year in 12 Hong Kong kindergartens. The findings have implications for future professional development in English teaching and learning in early childhood education.
CL1013-A 17:30-17:45	Quantitative Text Analysis: Implications for ESL Teachers & Learners Lydia Callahan **Zachary Hooker Hankuk** University of Foreign Studies，South Korea *Abstract*—The past decade has seen the development of an exciting new subfield of English & comparative literature studies -- quantitative literary analysis. Innovators in this field bring tools from statistics and corpus linguistics to the field of text analysis in order to conduct the "distant reading" of thousands of works at once. Using the open source R programming platform -- a favorite tool within the field -- this presentation applies the principles of quantitative literature analysis to texts produced by international L2 learners of English currently attending a South Korean university. Using this corpus of student-produced texts, this presentation explores how ESL educators can employ tools such as word frequency, lexical variety, and cloud visualization for the diagnosis and assessment of L2 writing both in and outside the classroom. Furthermore, we discuss how students themselves might harness these tools to produce quantitative feedback about their own writing. This presentation will show how quantitative approaches to writing analysis can supplement traditional writing pedagogy to help both students and teachers reflect more on how learners understand and deploy ESL writing instruction.
CL1014-A 17:45-18:00	Teachers' and Students' Perceptions of Error Correction Strategies **Figen Tezdiker** Anadolu University, Turkey *Abstract*—This paper presents a study conducted to reveal the perceptions of both teachers and students of error correction and investigate whether students' preferences match with what their teachers do while correcting errors in English language classes. Pre-intermediate level students and course teachers participated in the study. Two questionnaires were prepared to see how consciously teachers deal with errors and how successful they are in generating effective correction strategies to promote learning their English classes. The results are shown o give an insight to the teachers to employ to increase and maintain effective error correction trategies in class.
18:30	**Dinner**

Poster Presentation

CH0001-A	An Evaluation of the Role of ICT in Promoting History Education in Secondary Schools: A Study of Bauchi Metropolis Bauchi State. Nigeria Gamdi Tumbai Bukar and Abdulkadir Adamu Azar School of Arts and Social Sciences, Aminu Saleh College of Education, Azare, Bauchi State, Nigeria *Abstract*—This survey study examined the role of computer studies in promoting history education in secondary schools using questionnaire for data collection, simple frequency distribution and percentage rate for analyzing the data collected from the sampled schools under the area of study. The results of the study showed that computer education plays a significant role in the attainment of secondary school objectives but discovers that most of the schools have not yet introduced the teaching and learning of computer education as a subject despites its supposed inclusion in the secondary school curriculum, and even schools where computer education is being taught, there are no enough computers for students' practical, no qualified computing personnel, and sometimes these schools are faced with the problem of erratic electricity supply. The study further reveals that computer literacy level is very low among the teachers and management staff of secondary schools but relatively fair among students of senior secondary education. The study recommends that government as a matter of urgency should provide computers, its related outfits and basic ICT infrastructure for public schools so that the teaching and learning of computer and computing technology can be integrated into the secondary schools education.
CH1005-A	Research on the Education Status for the traditional Music in Chinese Universities **Qiu Aijing**, Kong Lingbowen, and Tian Rui Nanjing University of Aeronautics & Astronautics, China *Abstract*—The formation of the multi-cultural background of the world brings the impact and pressure of the traditional music in China. At present, the problem how to make our country's traditional music a better inheritance and transmission is worth every music educator to consider. The author thinks that the college students has always been the main objects of cultural inheritance, in ordinary colleges and universities of Chinese traditional music teaching, can popularize, spread and carry forward and develop Chinese traditional music conveys thought morality, philosophy and aesthetic and other long and splendid culture. Therefore, this article in view of the multicultural music education and the development trend of the 21st century music teaching new requirements, the current traditional music teaching status quo of China's ordinary institutions of higher learning for reflection, analysis China's ordinary institutions of higher learning in the traditional music of general education.
CL1019-A 14:15-14:30	The Impact of Game-based Learning on Turkish EFL Students' Intentional Vocabulary Teaching **Nuray Pelin İlkyaz** Anadolu University, Turkey *Abstract*—Technology is increasingly shaping our world today with a wide array of products which have a great impact on educational settings and is considered as a very useful resource for educators in terms of equipping the classroom environments with digital game resources. Since such technological products can easily combine lexical knowledge, critical thinking, fun and competitiveness at the same time, they influence

education in such a way that traditional teaching materials, such as textbooks, flashcards, tape recorders, paper-based activities etc. might seem to be losing power. With the recent innovations in educational technology such as Kahoot!, the foreign language teachers have had an opportunity to make use of more digital game resources in their classes. The present study aimed to investigate whether using game-based learning system Kahoot! has a greater impact on intentional vocabulary learning than using traditional paper-based activities in a pre-test post-test experimental design. The study was conducted with 60 university students from a university preparatory class, who were learning English as a foreign language (EFL). To collect data from the subjects, a 5-point vocabulary knowledge scale was used and 20 target words were integrated into the scale. After subjects had been randomly assigned into two groups (one paper-based group and the other Kahoot! group), they were given the same pre-and post-tests. It is thought that the Kahoot! Group will outperform the paper-based group.

Listener List

L1	**Mvogo Noah Ernest Aser**, Ama University, Philippines
L2	**Mama Noah Berthold,** Ama University, Philippines
L3	**Kartick Chandra Pal**, Fatima Foundation, Bangladesh
L4	**José Nicolás Balbi**

One Day Tour Information

Please note all the Optional tour will be paid by participants themselves, participants are free to decide whether to participate in or not.

City Tour in Kyoto (Date: Dec. 11, 2017).
Pick up venue: The Westin Miyako Kyoto
Pick up time: 8:30 AM
The Attractions (8:30 AM -12:00 AM):

Arashiyama (嵐山 Storm Mountain) is a district on the western outskirts of Kyoto, Japan. It also refers to the mountain across the Ōi River, which forms a backdrop to the district. Arashiyama is a nationally designated Historic Site and Place of Scenic Beauty.

Tenryū-ji (天龍寺)—more formally known as Tenryū Shiseizen-ji (天龍資聖禅寺)—is the head temple of the Tenryū branch of Rinzai Zen Buddhism, located in Susukinobaba-chō, Ukyō Ward, Kyoto, Japan. The temple was founded by Ashikaga Takauji in 1339, primarily to venerate Gautama Buddha, and its first chief priest was Musō Soseki. Construction was completed in 1345. As a temple related to both the Ashikaga family and Emperor Go-Daigo, the temple is held in high esteem, and is ranked number one among Kyoto's so-called Five Mountains. In 1994, it was registered as a UNESCO World Heritage Site, as part of the "Historic Monuments of Ancient Kyoto".

Kinkaku-ji (金閣寺, literally "Temple of the Golden Pavilion"), officially named Rokuon-ji (鹿苑寺, literally "Deer Garden Temple"), is a Zen Buddhist temple in Kyoto, Japan. It is one of the most popular buildings in Japan, attracting a large number of visitors annually. It is designated as a National Special Historic Site and a National Special Landscape, and it is one of 17 locations making up the Historic Monuments of Ancient Kyoto which are World Heritage Sites.

Lunch Time: 12:00-13:00 PM (**Arranged by Yourself**)
The Attractions (13:00 PM -17:00 PM):

Kiyomizu-dera (清水寺), officially Otowa-san Kiyomizu-dera (音羽山清水寺), is an independent[clarification needed] Buddhist temple in eastern Kyoto. The temple is part of the Historic Monuments of Ancient Kyoto (Kyoto, Uji and Otsu Cities) UNESCO World Heritage site.

Fushimi Inari Taisha (伏見稲荷大社) is the head shrine of the god Inari, located in Fushimi Ward in Kyoto, Japan. The shrine sits at the base of a mountain also named Inari which is 233 metres above sea level, and includes trails up the mountain to many smaller shrines which span 4 kilometers and take approximately 2 hours to walk up.

The driver will send participants back to the pick-up hotel after the tour.

Upcoming Conferences:

Welcome to the official website of the 2018 7th International Conference on Language, Medias and Culture (ICLMC 2018), which will be held during **March 26-28, 2018**, in **Fukuoka, Japan**. (http://www.iclmc.org/)

Call for Paper

Language and Literature	Language and Power	Language, Culture and Translation
Women's Writings	Language	Classrooms
Phonology and morphology	Lexical semantics and word sense	semantic parsing
Text entailment and paraphrasing	New Genres, New Standards	Robots and Cyber Pets

Publication:

All accepted papers submitted for the **ICMLC 2018**, we offer two options of publication as follows:

Option A: International Journal of Languages, Literature and Linguistics (IJLLL, ISSN: 2382-6282, DOI: 10.18178/IJLLL) as one volume, and will be included in Google Scholar, Engineering & Technology Digital Library, Crossref, and Proquest.

Option B: International Journal of Information and Education Technology (IJIET, ISSN: 2010-3689, DOI: 10.18178/IJIET), and will be included in EI (INSPEC, IET), Cabell's Directories, DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest.

Submission Deadline: December 30, 2017

Submission Methods

1. Please log in the **Electronic Submission System** to submit your paper; **(.pdf only) (https://cmt3.research.microsoft.com/ICLMC2018)**

2. Send your abstract or full paper to the conference e-mail address: **iclmc@iedrc.org**.

Contact Us
Apple P. Xiong
E-mail: **iclmc@iedrc.org**
Tel.: **+86-28-86528478 (China) / +852-3500-0005 (Hong Kong) /+1-313-263-4817 (USA)**

Welcome to the official website of the 2018 7th International Conference on Social Science and Humanity (ICSSH 2018), which will be held during **March 26-28, 2018** in **Fukuoka, Japan**. (http://www.icssh.org/)

Call for Paper

Administrative Sciences	Psychology	Social and Organizational Networks
Anthropology	Organizational Decision Making	Social Complexity
Applied Social Modeling and Simulation	Behavioral and Psychological Sciences	Socio-Cognitive-Technological Systems

Important Dates

Submission Deadline	December 30, 2017
Notification Date	January 20, 2018
Registration Deadline	February 10, 2018
Conference Dates	March 26-28, 2018

Submission Methods

1. Please log in the **Electronic Submission System** to submit your paper; (.pdf only) **(https://cmt3.research.microsoft.com/ICSSH2018)**

2. Send your abstract or full paper to the conference e-mail address: **icssh@iedrc.org**

Publication

International Journal of Social Science and Humanity (IJSSH, ISSN: 2010-3646, DOI: 10.18178/IJSSH) as one volume, and will be included in Google Scholar, Engineering & Technology Digital Library, Crossref, Index Copernicus, and ProQuest.

Contact Us
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2018 4th International Conference on Culture, Languages and Literature
(ICCLL 2018)

Kuala Lumpur, Malaysia
June 26-28, 2018

WELCOME TO ICCLL 2018

2018 4th International Conference on Culture, Languages and Literature (ICCLL 2018) will be held in **Kuala Lumpur**, **Malaysia** during **June 26-28, 2018**. (http://www.iccll.org/)

Publication

Option A: International Journal of Languages, Literature and Linguistics (IJLLL, ISSN: 2382-6282, DOI: 10.18178/IJLLL) as one volume, and will be included in Google Scholar, Engineering & Technology Digital Library, Crossref, and Proquest.

Option B: International Journal of Information and Education Technology (IJIET, ISSN: 2010-3689, DOI: 10.18178/IJIET), and will be included in EI (INSPEC, IET), Cabell's Directories, DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest.

Call for Paper

Applied Linguistics	Discourse Analysis
Women Writers and Images of Women	Contemporary Approaches to Literature
Culture, Communication and Identity	Culture Studies
Literary Pragmatics	Language and Culture

Submission Deadline: February 25, 2018

Submission Methods

1. Please log in the **Electronic Submission System** to submit your paper; (.pdf only) **(https://cmt3.research.microsoft.com/ICCLL2018)**
2. Send your abstract or full paper to the conference e-mail address: **iccll@iedrc.net**

Contact Us
Mr. Zeke Zhou
E-mail: iccll@iedrc.net
Tel.: **+86-28-86528478 (China) / +852-3500-0005 (Hong Kong) /+1-313-263-4817 (USA)**

Note

Note