Developing a research project in applied linguistics

Brian Paltridge
University of Sydney, Australia

Abstract
This presentation focuses on developing a research project in applied linguistics. It will present characteristics of a good research project and strategies for developing a proposal for a project. This will include suggestions for how to choose and focus a research topic as well as how to refine a research question. Details to include in a research proposal will be discussed as well as the very specific areas that a research proposal needs to address. A checklist for evaluating the design of a research project will also be presented. A number of sample studies will then be outlined as a way of illustrating the points made in the presentation. Each of these studies will be discussed in relation to the aims of the study, methodology employed, data collected, and findings of the study. The studies will then be considered focusing on the characteristics of a good research project presented at the beginning of the presentation, such as the originality and value of the project, the conceptual knowledge the projects added, the publications the projects led to, and how the projects advanced the careers of the particular researchers. Suggestions for further reading on the development of a research project will also be provided.

Brian Paltridge is Professor of TESOL at the University of Sydney where he teaches courses in research methods, discourse analysis, English for specific purposes, and writing for publication. His publications include Ethnographic Perspectives on Academic Writing (with Sue Starfield and Christine Tardy, Oxford University Press, 2016), Getting Published in Academic Journals (with Sue Starfield, University of Michigan Press, 2016), The Discourse of Peer Review (Palgrave Macmillan, 2017), Writing for Research Purposes (Shanghai Foreign Language Education Press, 2019) and, with Sue Starfield, a second edition of Thesis and Dissertation Writing in a Second Language (Routledge, 2020). He is currently writing a third edition of his book Discourse Analysis and, with Sue Starfield, a book titled Change and Stability in Thesis and Dissertation Writing, both to be published by Bloomsbury.
A multi-perspectival research model for professional discourse analysis

Anthony Townley
Nagoya University of Commerce and Business, Japan

Abstract

This presentation discusses the use of a multi-perspectival research model for professional discourse analysis that I undertook in a European commercial law firm, where I gained access to the authentic legal texts and discourse practices pertaining to the negotiation of a Mergers-and-Acquisitions (M&A) type transaction, conducted in English. This multi-perspectival research model is designed to undertake a three-dimensional approach to analysing text, discursive practice and social (professional) practice. The ‘text’ is the sample of written or spoken language; ‘discursive practice’ describes the text as it enters into social interaction, and ‘social practice’ focuses on the social origins and consequences of the discursive event and on how it shapes and is shaped by larger scale professional processes. These three dimensions are not discrete – as if texts lead three separate but concurrent lives. Rather, the three-dimensional account of discourse points to the fact that discursive events are instances of socially situated text, embedded in and constitutive of social practice. Analysis of this language-context inter-relationship is crucial for applied linguistic researchers to understand the strategic deployment by participants of their discursive resources, often in a co-constructed and collaborative way, in the pursuit of particular professional, institutional and personal objectives.

Anthony Townley has worked as a commercial lawyer in Sydney and as an applied linguistic academic in Australia, Turkey and Japan. His special teaching areas include English for Specific Purposes, Academic Writing, Legal and Business Writing. Anthony is currently undertaking sociolinguistic research of legal/business discourse practices in Japan.
Conversational analysis of user engagement with therapist chatbots

Carla Vee A. Cervania
University of Santo Tomas, Philippines

Abstract

The efficacy of chatbots as a marketing tool in the enhancement of customer engagement has been established and has been the focus of numerous studies. Interests on its therapeutic role to users especially as a means to cope with anxiety and depression that arise as a consequence of the Covid-19 pandemic are emerging and are yet to be explored in conversational artificial intelligence researches. This study aims to (i) provide an understanding on the level of engagement provided by chatbot platforms that are recently released for this purpose, (ii) how users express human constructs such as emotions in their interactions with chatbots, and (iii) how turn taking helps detect crisis language and how the chatbot therapists respond to these. Results of the study show that users turn to chatbots because of its accessibility, anonymity it provides, and the fear of being judged is avoided. These therapeutic platforms enable users to take the first step in seeking professional help.

Carla Vee A. Cervania is an experienced educator of different age groups and of varied cultural background. She is pursuing her Ph.D. in Language Studies in the University of Santo Tomas. She co-authored a number of English worktexts for the elementary and high school level. She also writes and reviews test items for high stake examinations in the country. Her research interests are discourse analysis, and conversation analysis.
On becoming a sociolinguist of sex work: Reflections from the ground and positions moving forward

Joey Andrew Lucido Santos
Chulalongkorn University, Thailand

Abstract

Despite its ubiquity in anthropology, sociology and feminist theory, sex work remains neglected in the field of sociolinguistics. Sex work, defined broadly as a multitude of contexts and activities that involve the use of body for monetary or material gains (Borba and Rowlett, in press), is a "linguistically and sexually infused interactional context" (Borba, 2018: 2) where sexuality is performed as work (Borba, 2016). Recent studies reveal the discursive formation of gender identities emplaced in sex work (Rowlett, 2019) and sex tourism (Piller, 2010; Baudinette, 2018). Beyond gender identities, explorations on researchers' experiences, particularly their methodological challenges, in a quasi-legal context (Sanders, 2005) of sex work are limited. I argue that researcher's reflexivity and positionality are equally significant in understanding the ways in confronting the methodological challenges and the dynamics of power, gender and sexuality faced in the investigation of sex work. As someone who pursues a dissertation on sex tourism spaces, I share my reflections in researching and doing fieldwork in sex tourism areas. I likewise discuss my position as non-participant observer in collecting and interpreting my data. Finally, I end with my personal and scholarly take in pursuing and becoming a sociolinguist of sex work.

Joey Andrew Lucido Santos is a sociolinguist-in-training who interrogates issues concerning language, semiotics and space-place making and their intersection with lived experiences such as gender and sexuality. He considers linguistic-semiotic landscape, gender and sexuality, and (critical) discourse analysis as his research interests.
Critical incidents through narrative inquiry: A story of a pre-service-teacher’s teaching practicum

Manthana Pandee, Saowaluck Tepsuriwong & Pornapit Darasawang
King Mongkut’s University of Technology Thonburi, Thailand

Abstract

“Critical incidents” is one of the research methods used for exploring teacher development. They are unplanned and unexpected events happening in a particular context which significantly influence a person to change his or her life. The investigation of critical incidents can give an access to personal experience and facilitate an individual’s deeper understanding. Critical incidents allow people to make a clearer sense of the experiences that occur in their real lives. “Narrative inquiry” is a research method which allows researchers to study peoples’ experience through the told stories under a qualitative study. Narration of stories enables people to make better sense of the everyday experience because, with narratives, people can explore and realise their insightful thoughts. The data from critical incidents which is collected in the form of narratives provide deep and meaningful insights into the participants being studied. This paper focuses on how critical incidents and narrative inquiry were employed to investigate influential factors affecting a pre-service teacher’s self-efficacy during teaching practicum. How narrative inquiry was employed and how critical incidents were identified will be presented.

Manthana Pandee is presently a Ph.D. candidate in Applied Linguistics at King Mongkut’s University of Technology Thonburi, Bangkok. Her research interests are English language teaching skills, teacher education and teacher development.
Saowaluck Tepsuriwong works as an assistant professor in Applied Linguistics at King Mongkut’s University of Technology, Thonburi, Bangkok. Her main research interests focus on pedagogy, learning innovation, and teacher training and development.
Pornapit Darasawang is an associate professor in Applied Linguistics at King Mongkut’s University of Technology, Thonburi, Bangkok. Her research interests are learner autonomy, self-access learning and language policy.
As well as discussing workable and unworkable ethical guidelines, this presentation will share some narratives about the negotiation of ethical permissions for conducting (applied) linguistic research using texts from social media platforms. Some of these are from my own experience of over 20 years researching online language use, especially codemixing, alias translanguaging, practices. Among a number of themes emerging from these narratives, the universal applicability of ethical principles and stances needs to be questioned; also the positioning of the researcher(s): participant or non-participant observers, or ‘lurkers’. Other issues are the status of online texts, such as those in public online discussion forums, where participants often use pseudonyms: should they be considered as published material and referenced accordingly? Should the pseudonyms appear in cited texts where the content may be contentious, or even potentially incriminating or seditious? The narratives are presented as vignettes, and it is hoped that we can move beyond basic dualities of ethical vs. unethical towards a more nuanced analysis.

James McLellan is a Senior Assistant Professor in English Studies at Universiti Brunei Darussalam. He previously taught at secondary and tertiary levels in the UK, France, Malaysia, Australia and Aotearoa (New Zealand). His research interests include online Malay-English language alternation, Borneo indigenous language maintenance, and language policy and planning.
Employing a corpus-based study of sermons to predict the development of a cult

Raymund T. Palayon, Richard Watson Todd & Sompatu Vungthong
King Mongkut's University of Technology Thonburi, Thailand

Abstract

Predicting the development of a religious group from a corpus linguistics perspective is a research goal that is relatively unexplored. This paper discusses an innovative corpus-based methodology focusing on keyness that aims to predict the development of an existing cult through the linguistic indicators in the sermons. The paper focuses on the methodological issues including corpora selection based on the stages of development of religion (such as mainstream, sect, cult, and destructive cult), methods of analysis, units of linguistic features, keyness statistic, actual thresholds, and the process of characterizing nine Christian religious groups with different religious backgrounds and categorizing the leaders' sermons through key linguistic features to see which stage of development a target existing cult belongs. The criteria we established to address the methodological issues provided us with a systematic process to identify the linguistic indicators in the sermons, which allowed us to describe the social characteristics of the religious groups and classify them based on the aboutness and communication styles as the discourse aspects of sermons to predict the development of a cult.

Raymund T. Palayon is a lecturer in the English Department of the Faculty of Education, Muban Chombueng Rajabhat University, Ratchaburi. Currently, he is a candidate for the Doctor of Philosophy in Applied Linguistics at King Mongkut's University of Technology Thonburi. His research interests include corpus linguistics and religious discourse studies.

Richard Watson Todd is the head of the Centre for Research at the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Bangkok. He is also the author of several books focusing on English language and applied linguistics research and a regular contributor in different Scopus journal.

Sompatu Vungthong is a lecturer and research supervisor in the language program at the School of Liberal Arts, King Mongkut's University of Technology Thonburi, Bangkok. She is also a regular contributor in the different reputable journals. Her research interests include multimodal analysis, social semiotics, and English as Foreign Language (EFL).
Q methodology: A promising method to investigate mindsets

Thai Santa, Saowaluck Tepsuriwong & Kitcha Thepsiri
King Mongkut’s University of Technology Thonburi, Thailand

Abstract

Mindsets which are beliefs and fundamental perceptions about our life as well as how we cope with challenges in life play a pivotal role in our learning and development. These subjective views determine our mental attitudes and behavior. Mindsets, therefore, attracted considerable attention from scholars in different fields. In education, mindsets have been investigated using different research instruments ranging from questionnaires, interviews and other self-reported methods. However, the subjective and complex nature of individuals’ mindsets has become major challenges in mindset research. In this paper, we proposed the use of Q instrument as a promising tool for dealing with these challenges. With Q procedures which consist of a methodical design of Q grid, in-depth interviews with participants and Q inverted factor analysis technique, we illustrated how the method could be employed to effectively reveal participants’ mindsets. Principles, detailed procedures and applications to research in teacher education will also be discussed.

Thai Santa is a third year PhD student at the Faculty of Liberal Arts, King Mongkut’s University of Technology Thonburi. His supervisors are Asst. Prof. Dr. Saowaluck Tepsuriwong and Dr. Kitcha Thepsiri. He is extremely interested in EFL teaching, teacher mindsets and feedback, and innovative research methodologies particularly Q Methodology.

Saowaluck Tepsuriwong is an assistant professor in the Department of Language Studies, School of Liberal Arts, KMUTT. She has been teaching courses on language learning, materials design, and teaching pedagogy. Her areas of interest are teaching and learning innovation, learner autonomy, pedagogy and materials design.

Kitcha Thepsiri is a retired lecturer at the Department of Language Studies, School of Liberal Arts, King Mongkut’s University of Technology Thonburi (KMUTT). He has his MA in Applied Linguistics in EST from KMUTT. He also holds his MEd in TESOL and a PhD in Educational and Applied Linguistics from Newcastle University, England. His interests include teacher training, task-based and project-based learning.
Malay vs. English: A linguistic reality or a methodological calamity?

Najib Noorashid
Universiti Brunei Darussalam, Brunei Darussalam

Abstract

The interminable ‘Malay vs. English’ debate is ubiquitous in Brunei Darussalam, Malaysia, Indonesia and Singapore – the Malay World. Although Malay is the national language, and a cultural and identity marker for the Malays, the hegemony of English has prompted concerns on the decline of the Malay among scholars and the general public. By incorporating multi-modal approaches and sociolinguistic perspectives of language use and attitudes, this study uses empirical data to compare the sociolinguistic situations in the four Malay countries. This study found that there are misconceptions concerning the decline of Malay due to the misunderstanding of language contact issues with English, and the legacy left from the Western colonial period. These have been predominantly interpreted in many scholarly works in the Malay World which subsequently raises an alarming trend of methodological calamity in understanding issues behind ‘Malay vs. English’. Whilst this study is relevant to the ‘experiences of research and development as a researcher’ topic of the DRAL4 conference, it is also part of the researcher’s three-year project entitled A Study on Attitudes Towards the Malay Language and Its Vitality in Brunei, Malaysia, Indonesia and Singapore. Ultimately, this study offers new insights of studying language attitudes in postcolonial settings.

Najib Noorashid recently completed his PhD in Applied Linguistics (UBD) in 2019. His research interests are multidisciplinary including sociolinguistics, media studies, and education, and has since published in Elsevier, IJAL and GEMA Online, and to be published in Springer and Palgrave Macmillan, among others. Whilst working as a research assistant in UBD, he is also working as an Adjunct Professor of English in KUPU SB, Brunei.
Issues in psychometry and child testing

Clay Williams
Akita International University, Japan

Abstract

While psychometric testing techniques often can provide the most precise and verifiable data regarding internal language processing, many of the standard reaction time testing paradigms face serious issues in their use with young learners (i.e., elementary school ages and below). These issues include such problems as slower reaction times, decreased attention span, slower reading ability, difficulty in understanding the task, etc. While there have been successful adaptations of certain psychometric techniques (e.g., length of gaze studies and eye-tracking techniques), many practitioners of psychometric research are reluctant to test children using standard testing paradigms such as priming tests and reaction time studies, despite the wealth of information on language acquisition which child testing could potentially reveal. This presentation will draw from first-hand experience, surveying studies of young learners, and revealing particular pitfalls of applying psychometry to young learners, and how to overcome these issues. Viable techniques for child testing according to age groups will be discussed, along with practical considerations and advice for successful use of reaction time tests and other psychometric paradigms with young subjects.

Clay Williams is an associate professor in the graduate-level English Language Teaching Practices department at Akita International University. He has authored such books as "Teaching English Reading in the Chinese-speaking World: Building Strategies Across Scripts" and "Teaching English in East Asia: A Teacher's Guide to Chinese, Japanese, and Korean Learners."
ESL students use of alliteration and assonance in recalling formulaic language

Paul Horness
Soka University, Japan

Abstract

Formulaic language, such as lexical phrases as hot as hell, in English is common in daily usage. Although formulaic language is common, the lexical phrases are often excluded from word lists. Second language learners of English need to use formulaic language to enhance their proficiency level. This study examined the mnemonic benefit of noticing alliterative and assonant phrases with low and high proficiency learners of English. Previous research has shown that highlighting the concepts of alliteration and assonance is beneficial in recalling monosyllabic two-word units such as pet peeve. This study inquired whether the mnemonic effect is effective with longer lexical phrases beyond two-syllable phrases when deliberative learning is not involved. Students from two public universities in Japan participated in the semester-long activity. The participants were asked to classify the phrases into different categories, and then recall the phrases over time. The results indicated that the mnemonic effect is not as clear with longer lexical phrases than it is with monosyllabic lexical phrases. Recall for alliterative expressions seemed to be better than for assonant expressions, but similar to non-salient expressions. Lower proficiency learners seemed to process the longer lexical phrases similar to higher proficiency learners.

Paul Horness is an American currently teaching English and International Relations in Tokyo at Soka University. He is an associate professor in the MA TESOL Program. He received his PhD from Temple University. His areas of research include assessment in SLA, study abroad, and international relations.
Does the number matter? Making a case with only one participant in qualitative studies on English teacher identity

Daron Benjamin Loo
National University of Singapore, Singapore

Abstract

If standards of qualitative research design are met, then studies with only one participant should be publishable. Unfortunately, these standards can be interpreted differently. This paper seeks to better understand how a case is made with only one participant, in research publications on English teacher identity. This was done by identifying recent publications (2017-2020) and then analyzing them with a modified framework for assessing depth of data saturation. Five articles were identified and in the analysis, it was found that most articles lacked the standard of transparency as details about data collection and analysis were minimal. For all articles, there was a shared research focus (teacher emotions) and research design (restoried narratives). What contrasted most of these papers was found only after the analysis, when the author contacted the corresponding researchers to ask if they had issues using a focal participant. Four researchers responded – each with unique circumstances surrounding their paper. These analytical findings and author correspondences illustrate that the standards perpetuated for qualitative research need to be considered cautiously. This paper also proposes recommendations for English teacher identity studies with data from only one participant, especially if publication is the end-goal.

Daron Benjamin Loo currently a lecturer at the Centre for English Language Communication, National University of Singapore. He received his PhD from the School of Liberal Arts, King Mongkut’s University of Technology Thonburi. His research interests include teacher and student identity, teacher professionalism, and student engagement in the writing classroom.
Gathering verbal responses as opposed to written responses to open-ended interview questions

David D. Perrodin & Richard Watson Todd
King Mongkut’s University of Technology Thonburi, Thailand

Abstract

The practice of social distancing has become commonplace in our global society as of late. Rather than suspending data collection due to the existing social restrictions of the coronavirus containment measures, researchers have been forced to create innovative ways to collect qualitative interview data. Studies have discussed conducting interviews utilizing written interviews as a viable alternative. However, writing responses can be time-consuming and tedious for participants. In this study, I looked at gathering verbal responses as opposed to written responses to open-ended questions. At first, I asked participants to write responses to open-ended questions via an online document administration software. The average reply length per question per participant was 18 words. Next, I asked the same participants to verbally record responses to similar open-ended questions via an online voice recording service. The average reply length per question per participant of 373 words. I found that utilizing verbal responses to open-ended questions led to the participants offering more explanatory responses than those from the written responses. The knowledge obtained from this study can help researchers gather more extended responses from a greater number of participants in a shorter time.

David D. Perrodin is the English Language Specialist, and Journal Manager for the Journal of Population and Social Studies (JPSS), with the Institute for Population and Social Research (IPSR), Mahidol University. He is pursuing a Ph.D. in Applied Linguistics for English Language Teaching at King Mongkut’s University of Technology Thonburi.

Richard Watson Todd is Associate Professor and Head of the Centre for Research and Services at King Mongkut’s University of Technology Thonburi and holds a PhD from the University of Liverpool. His interests include text linguistics, computer applications in language use, and innovative research methodologies.
Why Research Works – How a small scale study of a study abroad program led to measurable improvements in learning outcomes.

Thomas Legge
Momoyama Gakuin University in Osaka, Japan

Abstract

In 2018, we examined a small group of Japanese undergraduate students undertaking an IELTS-focused study abroad preparation program. The goal of this research was to establish whether there was a link between levels of our students’ awareness and success in this program. It was determined that there was.

As a result, a number of initiatives were adopted with the aim of building awareness in the next intake of students. A follow-up examination (in 2020) indicated that these measures had indeed been successful at building students’ awareness. There was also a demonstrable increase in both students’ IELTS scores and the number of students who went on to study abroad through the program.

This presentation draws on both of these studies to discuss the value inherent in small-scale, teacher-led research conducted with the goal of improving the teacher’s own practice and his/her students’ outcomes.

Applied Linguistics is about solving real-life problems so, while there is certainly a place for grand theories and large-scale projects, it is important not to underestimate the value of teachers asking questions, testing their own observations and using what they learn from this to help their students.

Thomas Legge is an English Lecturer at Momoyama Gakuin University in Osaka, Japan where he runs the Super Global Program, a prestigious study abroad initiative. He previously worked for the British Council as an IELTS teacher-trainer. His main areas of research interest are IELTS, study abroad, motivation and awareness.
From oral to written form: Formulating transcription conventions of Dayunday

Esmael S Mamalaguia  
Schools Division of Cotabato City, Philippines

Dondon Parohinog  
Bangkok University, Thailand

Moh'd Fahris Usman Unos  
Sultan Kudarat Islamic Academy Foundation College, Philippines

Norhata K. Mensab  
Bai Tembabay National High School, Philippines

Abstract

The practice of Dayunday as a Maguindanaon courtship song has existed for centuries but there has been no available written form nor linguistics-oriented research conducted to investigate its contributions to social and academic pursuits. This seminal study aims to provide a printed form of Dayunday for future references and for linguistic-oriented research. To achieve this, transcription of Dayunday from audio and video recordings have to be done. A collection of existing videos available in public domain websites were downloaded and prepared for transcription. However, various problems emerged during the transcription process especially that Dayunday is characterized by bayuk phrasings and incorporating extemporaneous verses. Although the language used in Dayunday is akin to the transcribers, familiarity of words, clarity of speech, and speech rate have posed serious challenges. To address these challenges, we tried ways to investigate deeper and offer possible transcription conventions which may pave the way for future research projects.

Esmael S Mamalaguia has a PhD in Educational Administration and is currently the Education Program Supervisor at the Schools Division of Cotabato City handling Mother Tongue Based Multilingual Education and Madrasah Education Programs. His research interests are in teaching and learning, approaches in teaching language both structure and meaning and school governance.

Dondon Parohinog is a lecturer at Bangkok University International and a PhD Candidate at King Mongkut’s Institute of Technology Thonburi’s Applied Linguistics program. His research interests include classroom interaction, ethnographic microanalysis and multimodal transcription and analysis.

Moh’d Fahris Usman Unos is a college instructor at Sultan Kudarat Islamic Academy Foundation College, Philippines. Currently taking his masters in English Language Teaching at Mindanao State University Maguindanao - Graduate School. His research interests include effectiveness of both English and Filipino as medium instructions, Psycholinguistics and Ethnolinguistics analysis.

Norhata K. Mensab is a volunteer teacher and a Grade 9 adviser at Bai Tembabay National High School. She is currently finishing her masters at Mindanao State University Maguindanao - Graduate School. Her research interests focus on the enhancement of students’ vocabulary and speaking skills.
Phonological adaptation of Arabic loanwords in Maguindanaon

Almira B. Menson
Mindanao State University, Philippines

Abstract

This study investigates the phonological adaptation of Arabic loanwords in Maguindanaon to enhance our understanding of phonological theory and of Maguindanaon phonology. This study accounts for phonological adaptation of loanwords at the segmental level within an Optimality Theoretical framework. A corpus of 250 established and spontaneous Arabic loanwords in Maguindanaon are analyzed as they are pronounced by 12 Maguindanaon native speakers. The study reveals that the adaptation process is mainly phonological, albeit informed by phonetics and other linguistic factors. Maguindanaon native phonology accounts for the numerous modifications that Arabic loanwords undergo. It is shown that the adaptation process is geared towards unmarkedness in that faithfulness to the source input is violated in order to render the output unmarked. Unmarked structures in the adaptation process arose even though their marked counterparts are equally attested in Maguindanaon native phonology giving rise to the Emergence of the Unmarked. Results show that Maguindanaon maps Arabic segments onto their phonologically closest Maguindanaon phonemes. As far as the spoken domain is concerned, a sequential analysis of spontaneous insertions in the spoken data reveals that insertions act as an additional device to serve plenty of communicative functions. The most frequent ones are reiteration, euphemism, and message qualification.

Almira B. Menson is a language professor at the Mindanao State University - Maguindanao. She is currently pursuing PhD in Language Studies at MSU – IIT. She is interested in research pressing issues in language education, such as language revitalization, digital literacy, bilingualism and multilingualism, and writing across cultures.

12:00-12:35 Parallel Sessions Room 1
Assessing intercultural communicative competence – A study of EFL learners in Taiwan

Li-Jung Daphne Huang
Providence University, Taiwan

Abstract

The cultivation of intercultural communicative competence has received attention of various scholars in the past two decades. Such emphasis has brought about programs aiming to raise students’ intercultural knowledge, skills and attitudes in higher education. Consequently, the assessment tools to evaluate the effectiveness of such programs has become paramount. However, assessment of intercultural competence among students learning English in an EFL setting has been scant. This research thus investigates: (1) the effectiveness of formal instruction and (2) the appropriateness of different assessment tools in the university setting. A group of English-major students in Taiwan was recruited. Two types of indirect assessment tools were used. A questionnaire (self-assessment tool) was designed and a video task (other-assessment tool) was implemented. The results indicate that: (1) formal instruction is effective in raising cultural awareness and intercultural competence (2) overseas experience and English proficiency are significant factors in the learning of intercultural competence (3) the other-assessment tool is successful in eliciting more detailed information about students’ knowledge and skills dimensions of such competence. This paper will present results from the questionnaire and the video task with implications on assessment tools.

Li-Jung Daphne Huang has been teaching linguistics at the Department of English Language, Literature and Linguistics at Providence University in Taiwan since she obtained her PhD degree at University of Melbourne, Australia. Her research interests include bilingualism, intercultural communication, sociolinguistics and applied linguistics.
Semantic and lexicographic problems in religious texts translation from a critical review of the Vietnamese and English translated versions of Majjhima Nikaya

Liem Do Huy
Van Lang University, Vietnam

Abstract

Translation of Buddha’s discourses (suttas) is one of the most challenging yet less researched area in Translation Studies. Problems of semantic and syntactic, especially lexicographic matters, to name but a few, are all inquired into in the field of Buddhist texts translation studies, making it a truly interdisciplinary field of research. The main focus of the study is to look into and compare the Vietnamese and English versions of the Pali Majjhima Nikaya (Middle Length Discourses of the Buddha) on lexicographic, semantics and etymological aspects. The study found out that, just like translated works in any other language, the two current translations of the suttas are still not satisfactory for readers—both monastic and lay people. The current Vietnamese translations of the suttas in Majjhima Nikaya was under heavy Chinese language influence of the Mahayana tradition suttas in terms of lexicography, and the English translated version was influenced by Bible translation tradition both in grammar and semantics field.

Liem Do Huy is a lecturer at the Department of Foreign Languages Van Lang University, Ho Chi Minh City, Vietnam.
Developing researcher identity: A narrative inquiry of two Thai female EFL teachers after their PhD

Wenwen Tian
Northwestern Polytechnical University, China

Hai Lin
Srinakharinwirot University, Thailand

Abstract
Whereas there have been many studies on identity regarding learners, teachers, and teacher educators in language teaching research, little attention has been given to researcher identity, especially PhD graduates' development as researchers. In this study, we used narrative approach to explore how two Thai female EFL teachers developed their researcher identities four years after their PhD. Semi-structured interviews are conducted via Zoom and audio recordings are transcribed. Drawing on small stories (Bamberg, 2004; Georgakopoulou, 2006), several identities emerged including passionate researchers, devoted/proud EFL teachers, research leads, teacher educators. This article highlights that the post-doctoral development involves passing through thresholds of self-perception, 'stuck places', 'off-track' of anxiety which were negotiated through a process of self-positioning and other-influencing. It is hoped that this study will be of service to both postgraduates and novice academics in light of becoming competent and confident researchers in applied linguistics and fields beyond. Our research supports the case that small stories make visible the dynamic ways in which researcher identity impacts and is impacted by research and research environment.

Wenwen Tian is an Associate Professor in the School of Foreign Studies, Northwestern Polytechnical University, China. Her research interests include discourse analysis, academic supervision, intercultural communication, and teacher development. Over the last 20 years, she has worked as a teacher of English and a coordinator for international affairs in China, Saudi Arabia and Thailand.

Hai Lin is Lecturer in the Department of Language and Intercultural Communication, Srinakharinwirot University. His research interests include intercultural communication, narrative inquiry, and teacher identity.
A review of the frameworks for assessing the reflective journal of a novice materials designer

Quy Ha & Sonthida Keyuravong
King Mongkut's University of Technology Thonburi, Thailand

Abstract

In education contexts, reflection is useful for teacher training and education management for professional growth. However, it is also an important ability for teachers and reflective practitioners who are interested in self-development. As a novice materials designer, my reflective journal recorded the steps taken in designing classroom materials under the topic of writing e-mails. In order to analyze reflections, many researchers have proposed various tools of the assessment of reflective journal. This presentation will review three methods of assessing reflection: (1) the inventory of reflective thinking via action research (IRTAR), (2) the content and depth framework, and (3) the content and form framework. The comparisons between these three methods will be done to identify the appropriate framework to analyze my own reflective journal.

Quy Ha is a full-time Master student in English Language Teaching Program at King Mongkut’s University of Technology Thonburi (KMUTT). He is now working on his thesis entitled ‘The process of materials development: A case study of a novice materials designer’.

Sonthida Keyuravong is a senior teacher trainer at the School of Liberal Arts, KMUTT. Her interest lies in the area of curriculum design and materials development. She is a chief editor of rEFLections, KMUTT Journal of English Language Education.
Evaluation of pre-departure and re-entry sessions in a short-term study abroad program

Venessa Wallace
Soka University, Japan

Abstract

Shorter study abroad programs are gaining popularity (Grey, Cox, Serafini & Sanz, 2015). However, the number of Japanese students studying abroad is steadily decreasing (Carpenter, 2012). Are short term SA programs satisfying students’ needs? This study investigates Soka University’s (SU) 10-day SA program at a university in the Philippines, through examining the students’ motivation and expectations for studying abroad with this program and whether their expectations are fulfilled at the end of the program. In addition, pre-departure and re-entry sessions are examined to evaluate their effectiveness. Mixed methodology data collection was conducted using Horness's (2018) survey, semi-structured interviews, and observations. The participants were 30 Soka University students, 8 teachers, and 8 administrators from both SU and the host university. The results of the study indicate that the participating students’ expectations were met in relation to cultural immersion and outdoor activities during the study abroad experience. Additionally, varying responses were reported regarding other aspects of the program, the pre-departure and re-entry sessions. Some implications are that further development and improvement of the pre-departure and re-entry sessions are necessary.

Venessa Wallace is an EFL teacher with over 7 years teaching experience in Japan, from preschool to university level. She teaches English for academic and specific purposes. She is a TESOL graduate of Soka University, Tokyo and her area of research interest is study abroad.
Second language learning strategy research: A paradigm perspective

Guangwei Hu
The Hong Kong Polytechnic University, Hong Kong

Abstract

Despite its prominence in applied linguistics and the many valuable insights into second language teaching and learning it has contributed, second language learning strategy research as a paradigm of scientific inquiry is confronted with a range of conceptual and methodological challenges and questions. At no other time in its genealogy is the paradigm more in need of an enabling self-understanding. To facilitate such a self-understanding, this presentation adopts Jürgen Habermas’s (1971) theory of knowledge as a meta-theoretical framework for examining past research, critiquing current work, and orienting future research effort. Drawing on this framework, the presentation engages in critical reflection on a research project that is epitomical of the mainstream research on second language learning strategies in many respects. It examines important conceptual, substantive, and methodological issues arising during each phase of the research project and critically frames the major research objectives and concerns in a reflexive manner. The presentation concludes by discussing the implications of the critical reflections for further inquiry and productive avenues to follow in future research on second language learning strategies.

Guangwei Hu is Professor of Language and Literacy Education in the Department of English, The Hong Kong Polytechnic University, where he teaches psycholinguistics, language testing, and research methodologies. His research interests include academic literacy, language assessment, second language education, biliteracy acquisition, and the psychology of second language learning and use. He has published widely on these and other areas and serves on the editorial boards of several international journals such as English for Specific Purposes, Journal of English for Research Publication Purposes, Language, Culture and Curriculum, and Publications. Currently, he is Co-Editor of the Journal of English for Academic Purposes.
Transparadigming or methodological promiscuity: 
Analysing the verbal, the visual and the digital in applied linguistics research

Mabel Victoria
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Abstract

The aim of this presentation is to show how moving across, beyond and through disciplinary boundaries and methodological approaches can open up new ways of seeing and knowing in Applied Linguistics research. The study was conducted at a university in Thailand involving 28 English language learners. In this investigation, I entextualized the selfie from its usual digital home and inserted it into the flesh-and-blood English language classroom by way of a modified photo elicitation interview. I had intended to use the selfie as nothing more than a visual ‘aid’ for an English fluency activity. However, the ensuing analysis of the data turned out to be resistant to the ‘tried and tested’ meaning-making frameworks used in Applied Linguistics. Taking a cue from Childers’ (2014) notion of promiscuous analysis, I allowed analytic orientations from the lingual, the visual and the digital to infiltrate each other in order to generate new insights. I discuss how I imported a coding framework from digital communication studies, made sense of the results with inspiration from visual perspectives, and, hopefully, moved the theorising forward in the field of language learning (see Victoria 2018).

Mabel Victoria is a border crosser—born in the Philippines, lived in Canada and Switzerland, completed her masters and doctoral studies in the UK, worked in Thailand, and has, since 2014, been lecturing at Edinburgh Napier University. Her research interests are intercultural communication, humour, latrinalia-as-linguistic landscapes, visual ethnography and dark tourism.
A network-based method for identifying and categorizing conceptual associations

Piyathat Siripol & Stuart G. Towns
King Mongkut's University of Technology Thonburi, Thailand

Abstract

There are many types of cohesion that can be found in a text, such as repetition, reference, logical relationships, and conceptual associations. To date, much of the research on cohesion has focused on the first three of these types, partly because of the ease of use of automated solutions. Conceptual associations, however, have been given little attention in previous research. This is perhaps due to the subjective nature of these word associations which can vary between people based on many factors such as their background knowledge, their culture, and their language proficiency. Previous research has shown that conceptual associations may play a large role in the perceived quality of a text, and therefore they are a worthwhile linguistic feature to investigate further. To aid future research in this area, this study attempts to provide a more systematic methodology using a network-based approach for the identification and classification of conceptual associations in a text. A pilot study using the developed methodology was conducted on texts from different levels of English graded readers, and results show that the methodology can identify substantial differences in the conceptual associations of multiple texts.

Piyathat Siripol is currently a Master student in Applied Linguistics (ELT) at King Mongkut's University of Technology Thonburi. He received a bachelor's degree in English (1st class honors) from Khon Kaen University, Thailand. His research interests include EFL teaching methodologies and second language writing.

Stuart G. Towns is an instructor at King Mongkut's University of Technology Thonburi (KMUTT) and holds a PhD from KMUTT. His thesis topic was an investigation into the role of linguistic features in writing quality. Other interests include the use of computers for teaching, learning, and researching language.
Linguistic vs. spatial resources: Research ideologies of a STEM scholar

Miquel Lorenzo B. Garcia
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Abstract

The academe has aimed to be producers of knowledge, constructing the industry as neoliberal. As such, the pressure on academics to publish in the knowledge industry has been daunting. One of the many obstacles in publication in the global arena, is English proficiency, which has been the focus of much investigation on language scholars’ ideology on research because of the hegemony of the language globally. However, few have investigated whether this holds true for bilingual STEM scholars in a third world country. Hence, drawing on the work of Minakova and Canagarajah (2020) on spatial resources (e.g., visual, material, and financial) in STEM, I interviewed a STEM scholar who had an ISI publication about his research ideology and whose career I followed from the beginning to determine which resources are valued in his field. The results uncover the publication struggles of ESL speakers from a developing country, revealing the politics of STEM research publication. Retrospectively, the ideology of the scholar seems to be more pragmatic rather than neoliberal. This investigation would be useful in informing research policy and ESP education as to what kind of support should be given in STEM education, allowing us to demystify the politics behind STEM research.

Miquel Lorenzo B. Garcia is an English language teacher by profession who is pursuing his Ph.D. in applied linguistics. He has taught in secondary and tertiary education, handling various courses. He is interested in ESP, World Englishes, sociolinguistics, and lavender linguistics. He holds a Master’s in English and at De La Salle University, Manila.
Revisiting multimodal analysis methods for video interactions

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Abstract

Technological affordances resulting from the prevalence of portable devices have given qualitative researchers the convenience of gathering data using video recorders. Analyses, however, only occur when these recordings are converted into transcripts. Multimodal transcription and analysis methods have been developed to analyze interactions in a recorded video. These methods are anchored in different philosophical principles depending on the variety of audience, research purposes and the modes to be investigated. However, some issues contiguous with transcription lead to problematic re-presentation of interactions using transvisuals (transcripts including audio and video). Qualitative researchers face issues related to what and how of transcription. In this article, we systematically analyze methods of multimodal transcription and analysis together with their application in video recorded data from a range of different transcripts of previous studies. Further, the analyses paved the way for a deeper understanding on what effects transcriptions have on analysis and interpretation and how modes are organized in the transcripts to highlight the research purposes. Transcription conventions suitable for different research purposes will also be suggested.

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Mixed-method practices among Filipino and foreign authors

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Abstract

Mixed-method research (MMR) has been employed for years by researchers both from the undergraduate and graduate levels. Research following this design usually generates data from multiple sources. But some problematic notions about MMR emerged from the question as to where mixed-method lies in research -- data collection or analysis? In the same argument, studies following a mixed-method design utilize multiple data sources without clear justifications as to how one data source complements the other. In this study, we conduct parallel analyses of articles following a mixed-method research design published in international journals. A considerable number of articles were analyzed by: a) content analysis which focused on creating a tabular and numerical representation of mixed-method practices, and b) analysis following Mixed-Method Data Analysis (MMDA) framework which classifies analysis into four categories such as concurrent and embedded MMR, explanatory and exploratory sequential MMR. This enables the researchers to create a vivid picture of MMR practices. These two methods of analyses from different purposes and orientations yield comparable but different results.

Ana Helena Lovitos is an Australian Scholarship Awardee who earned the degree Master of Educational Studies in the University of Newcastle in New South Wales as well as Doctor of Philosophy in Applied Linguistics from the University of Immaculate Conception. She is a lecturer at the University of Mindanao Davao Philippines where she continues her interest in linguistics studies, language instruction, research methodologies, research paper writing, data collection instruments and data analysis processes.

Dondon Parohinog is a lecturer at Bangkok University International and a PhD Candidate at King Mongkut’s Institute of Technology Thonburi’s Applied Linguistics program. His research interests include classroom interaction, ethnographic microanalysis and multimodal transcription and analysis.
Shifting priorities in test design: A narrative of designing a critical thinking test

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Abstract

Tests aiming to assess students' performance are commonly used research instruments. However, designing valid and reliable tests is a difficult endeavor. There are numerous books that provide guidance on how to design tests, but nearly all of them focus exclusively on designing test items and treat test input as a given. This study documents the first author's attempts, as a novice researcher, to design a critical thinking ability test. Initially, test input was treated as a given in accordance with the books providing guidance on test design. When default short essays were used as test inputs for critical thinking tests, the resulting tests were of very poor quality. In an effort to solve this problem, other types of input, such as tweets, discussion forum threads, numeracy tables, and scam emails were then investigated. In doing so, it was found that a particular input type favored a particular item type. For example, using a collection of related tweets as input leads to items focusing on which tweet performs a certain function. This paper concludes that in designing a test, the selection of input type is at least as important as item design; a shift in priorities in test design.

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Richard Watson Todd is Associate Professor at King Mongkut's University of Technology Thonburi. He has a PhD from the University of Liverpool and is the author of numerous articles and several books, most recently, Discourse Topics (John Benjamins, 2016). His research focuses on text linguistics, corpus linguistics and educational policy.

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Macrostructures of teacher research proposals: A genre analysis

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José Rizal University, Philippines
Merry Ruth Morauda-Gutierrez
Philippine Normal University, Philippines

Abstract

The research proposal as a genre has been extensively studied in recent years. However, research into the move structure of teacher research proposals remains relatively underexplored. This study aimed to describe the macrostructures of 15 purposively selected research proposals written by Filipino Research Teachers. A top-down move analysis following Swales’ (1990, 2004) Creating A Research Space (CARS) Model and Peacock’s (2011) Move Structure was performed to explore the macrostructures of the research proposals’ introduction and methods sections respectively. Main findings showed that the macrostructures of the teacher research proposals varied considerably, with some proposals characterized with move recurrence and use of additional moves and steps. Specifically, nine move patterns were unearthed from the introduction analysis with Establishing a territory as the only obligatory move and Presenting the present work as quasi-obligatory. Furthermore, 13 move patterns surfaced from the methods analysis with Overview, Subjects/materials, and Procedure as the quasi-obligatory moves. It could be surmised then that research teachers employ a variety of move patterns in writing a research proposal, which may be influenced by their idiosyncratic writing styles and the academic writing expectations of their respective discourse communities.

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Merry Ruth Morauda-Gutierrez is Associate Professor 4 at the Philippine Normal University, Manila. As coordinator of the university outreach program, she initiated a literacy drive among children from urban poor communities. She coauthored Teaching and Learning Languages and Multiliteracies: Responding to the MTB-MLE Challenge.
A general-purpose semantic relationship framework for the classification of conceptual associations

Stuart G. Towns
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Abstract

This study was conducted for the purpose of creating an easy-to-use, broad-based semantic relationship framework for the classification of conceptual associations in a text. In previous research, several different fields have attempted to provide tools and frameworks for this purpose, such as lists of word associations in psycholinguistics, computer algorithms such as Latent Semantic Analysis (LSA) and Latent Dirichlet Allocation (LDA) in computational linguistics, various lexical semantics frameworks used in the field of terminology, and database-driven solutions such as the use of Wordnet. However, as the current study shows, these frameworks and tools are either not general enough to fully cover the conceptual associations in multiple text types, or too complicated and detailed for a non-expert to use, or both. Therefore, this study discusses the development of a new general-purpose semantic relationship framework for categorizing conceptual associations to meet these criteria. It also includes guidelines for the use of inter-rater coding and training for coders. Potential uses for this framework in research and pedagogical contexts are also discussed.

Stuart G. Towns is an instructor at King Mongkut’s University of Technology Thonburi (KMUTT) and holds a PhD from KMUTT. His thesis topic was an investigation into the role of linguistic features in writing quality. Other interests include the use of computers for teaching, learning, and researching language.
A tailor-made approach to Thai word segmentation for topic-specific research

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King Mongkut’s University of Technology Thonburi, Thailand

Abstract

Segmenting Thai words for use in corpus-based studies is a complex task. Two major approaches for Thai word segmentation are dictionary-based (DCB), e.g., longest matching, and machine learning-based (MLB), e.g., conditional random field. However, it is unclear which method produces the most appropriate segmented text for use in a corpus-based analysis. This paper describes a novel third approach to this issue which segments text by using specifically designed criteria. By integrating existing approaches with specific criteria, this method segments Thai text into the shortest syllables or words and then creates longer words from 2-word, 3-word and 4-word clusters with a reference glossary of terms used. For this study, all three methods were tested on a corpus of interviews on language teacher’s views on assessment. In the first two methods, word units were segmented by ready-made programs, LexTo (DCB) and TLex (MLB). Advantages and drawbacks of these three methods for the purpose of facilitating analysts who prepare Thai texts for corpus linguistics are discussed.

Punjaporn Pojanapunya has a PhD in Applied Linguistics from School of Liberal Arts, King Mongkut’s University of Technology Thonburi, where she works as a researcher. Her research interests include corpus linguistics, keyword analysis and research methods in applied linguistics.

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A methodological integration between corpus analysis and content analysis

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Kasetsart University, Thailand

Abstract

Corpus analysis, a method for analyzing natural language texts through using software tools, has been used with other research methods. Some of these integrated methods are known as corpus-based critical discourse analysis, corpus-driven discourse analysis, or corpus assisted critical discourse analysis. However, from our extensive search in databases, we found only few papers that made use of both corpus analysis and content analysis. Thus, this paper aims to integrate corpus analysis with content analysis called corpus-based content analysis. The integration of the two is the use of key words based on keyness (derived from corpus analysis) to create categories and codes (considered as content analysis). We piloted this integration with a set of data. A hundred LGBTQ-related research articles in SAGE online 2001-2020 were divided into four-time periods, spanning a five-year per period, to see if there is any change of issues in the research articles over time. Considered as an innovative method, a corpus-based content analysis can contribute a new way of how texts can be explored.

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Woravut Jaroongkhongdach, PhD, is an assistant professor in the Department of Foreign Languages, Faculty of Humanities, Kasetsart University.
Predatory journals are a cause for concern in academia, and authors who publish in predatory journals are stigmatised. Yet, 20% of all research articles are still published in predatory journals. There has been little research, with most conducted in biomedicine, into this issue. This paper investigates why researchers choose to publish in predatory journals in applied linguistics through a bibliometric analysis of 200 articles and a survey of 15 authors. The bibliometric analysis shows that, although research topics are similar for articles in predatory and high-level journals, authors of articles in predatory journals are more likely to be located in the academic periphery in Asia and Africa. The survey showed that authors were not aware that their chosen journal was predatory, and several journals did not charge fees. Authors chose journals because of unsolicited requests for articles, recommendations from colleagues and fast turnaround times, but regretted their choice on learning the journal was predatory. The findings show that the black-and-white division of journals into predatory and non-predatory needs to be replaced by a more nuanced perspective, and that the dominant perception of predatory journals derived from the academic core needs to be adapted for contexts in the academic periphery.

Richard Watson Todd is Associate Professor at King Mongkut’s University of Technology Thonburi. He has a PhD from the University of Liverpool and is the author of numerous articles and several books, most recently, *Discourse Topics* (John Benjamins, 2016). His research focuses on text linguistics, corpus linguistics and educational policy.
Automatic transcription software in qualitative research

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Abstract

Qualitative research frequently requires transcription of audio data, which can be laborious and time consuming. Recent advances in natural language speech recognition software have made automated transcription of spoken texts attractive for qualitative researchers looking to save time. What is not clear, however, is whether the output from such automated transcription is appropriate for the goals of applied linguistics research. In this paper, two audio transcription software programs were used to transcribe five audio recordings. The audio recordings included a mix of single and multiple speakers, native and non-native speakers of English, and recordings with low and high background noise. The transcription output produced by the programs was compared to manual transcriptions of the same recordings. For the recording with a single speaker in a low background noise environment, the automated transcriptions matched around 60% of the phrases in the manual transcription. However, the accuracy of the transcription output fell to around 25% in audio with multiple speakers involving overlapping, latching and interruptions. For the purposes of detailed qualitative analysis of audio data, such as in a dialogic analysis, I argue that this lack of detail in the automated transcriptions is likely to prove disadvantageous.

Stephen Louw is a researcher at King Mongkut's University of Technology Thonburi in Bangkok, Thailand. He has worked in language teaching for over twenty years. He holds a doctorate in Applied Linguistics, and his research interests include pre- and in-service teacher education.