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KEYNOTE SPEECH

How the Bilingual 2030 Policy will Boost Taiwan's Global Competitiveness

Dr. Ching-Ying Lin

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The Bilingual 2030 Policy aims to transform Taiwan into a bilingual nation by 2030, leveraging a comprehensive strategy to enhance global competitiveness. Central to this initiative is the development of an English-proficient workforce, which is crucial for positioning Taiwan as a premier international business hub. Enhanced English proficiency is anticipated to streamline communication and operational efficiency, attracting multinational corporations and foreign direct investment (FDI), reducing transaction costs and promoting a cohesive global business environment. Educational reforms under this policy aim to equip graduates with vital linguistic skills, enhancing their adaptability and competitiveness in global markets, particularly in sectors like technology, finance, and international trade. This evolution is expected to produce professionals skilled in international collaborations, driving innovation and accelerating economic growth. In the tourism sector, the policy seeks to improve service accessibility and infrastructure for non-Chinese speakers, enhancing the experience for global travelers. This is projected to boost tourism revenue and diversify Taiwan's tourism market, making it a more appealing destination. Furthermore, the policy aims to bolster Taiwan's diplomatic and international relations by facilitating more effective communication in diplomatic engagements and international negotiations, enhancing Taiwan's global influence and soft power. This linguistic competence also supports cultural exchange initiatives, fostering mutual understanding and cooperation with other nations. In scientific research and technological advancement, bilingualism opens opportunities for international collaboration. It enables Taiwanese researchers to access global scientific literature more effectively and participate in international research projects, fostering innovation and development. Applying Ball's (1993) policy-as-discourse framework, this analysis reveals that English is predominantly framed within internationalization and global economic competition contexts. Despite questions about transcending symbolic internationalization efforts, the Bilingual 2030 Policy represents a strategic linguistic reform aimed at elevating Taiwan's global stature

Verbosity in *The Merchant of Venice*: A Statistical Approach

Mufeed Al-Abdullah

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The objective of this study is to statistically examine Shakespeare's *The Merchant of Venice* based on word-count of the characters utterances. The study shows that the four main characters—Shylock, Portia, Antonio, and Bassanio—are allotted about 11,520 out of a total of 22,000 words, i.e., about 52.3% of all speech. These words are directly uttered by the four characters. or indirectly by other characters talking about them. Interestingly, Antonio, the merchant of Venice, is allotted a direct utterance of only 1500 words, and he is the subject of 7,588 words uttered by other characters, totaling 9,184. This figure justifies the choice of the merchant of Venice as the title character. Surprisingly, Portia and Shylock are given nearly identical direct and indirect utterance counts of 7, 232 and 7, 282, respectively. The study demonstrates that this almost identical equity of loquaciousness posits the two characters on an equal scale as they combat over the main character. Shylock strives to destroy him, while Portia endeavors to rescue him; the one represents a malevolent force of destruction, the other a benevolent power of construction. The victory of Portia in this combat entertains a Shakespearean gender triumph for women in this struggle. Furthermore, Shakespeare demonstrates cynicism about the possibility of benevolence in our world, as he allocates Shylock to the real world of Venice and Portia to the utopian dream world of Belmont. The study also includes a number of illustrative charts to clarify the statistical force of verbosity.

Keywords: *Shakespeare, The Merchant of Venice, Verbosity, word-count.*

Language Learning and Identity Formation:

The Ideal L2 Self as a Guide to Teaching English to Nursing Students

Yoshimi Nakamura

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Leaving behind 18 years of teaching English at a liberal arts college, I embarked on a new journey in English education at a nursing college in 2016. The primary characteristic of nursing colleges is that all enrolled students uniformly pursue qualifications as nurses. Given that English is not tested in the national exam, it tends to receive relatively peripheral treatment, if not completely overlooked.

In my initial year, despite the students appearing to engage earnestly with English classes outwardly, the year-end course evaluation surveys revealed their underlying insecurities and fatigue regarding English. Drawing on insights gleaned from my prior tenure at the former college, where I cultivated liberal arts principles, alongside the fresh perspectives gained from my first year at the nursing college, I began to conceptualize the approach for the subsequent year's classes. After deliberating on what to change and what to maintain, I became convinced that a deeper integration of English with nursing, their specialized field, is needed to unlock their potential.

Recognizing that there was no necessity to foster feelings of inferiority towards English, I consistently strived to connect their English learning to building self-confidence. Consequently, over time, they have cultivated stronger affinity for English while also experiencing a sense of fulfillment in enhancing their English skills.

In this presentation, I will discuss how their mindset has evolved. I will also consider the necessary elements to shift English education towards a more proactive and autonomous form of learning, analyzing questionnaire surveys conducted over years. Dörnyei's (2016) "Ideal L2 Self" serves as a key concept to explain how nursing students can become more motivated and more engaged with their English learning.

This presentation challenges traditional views of academic ability, which focuses on the amount of knowledge learned. Language, whether foreign or native, is not merely a tool for communication. It plays a vital role in shaping one's personality and identity. The essence of "academic ability" can be defined as the capacity to continue learning towards the future. Emphasizing their future selves, visions, and missions as nurses, they can sustain motivation for English learning. Furthermore, by recognizing the unique identity of the group pursuing nursing qualifications, English education can be significantly enhanced in quality.

Keywords: *English education, motivation, identity, nursing students, Ideal L2 Self*

Investigating L2 Learners' Preferences on Metalinguistic Clues and Explicit Corrective Feedback in Spoken Grammar

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With this generation's emotive filter in mind, using corrective feedback in grammar instruction becomes a fundamental crux of pedagogical issues. Error is always entwined with learning because feedback given to correct errors is a natural, inevitable, and powerful part of both learning and teaching. This study aims to investigate the two forms of corrective feedback during speaking tasks of the L2 learners during classroom activities and it examines how second language learners (L2) prefer metalinguistic clues and explicit corrective feedback in their spoken grammar. A total of 121 Filipino students, who belonged to several ethnic backgrounds were selected to engage in this descriptive research study conducted at Quirino State University. The participants were chosen using a random sampling procedure. Results showed that metalinguistic signals were the learners' preferred kind of feedback in spoken grammar. In addition, when individuals were classified according to their ethnicity, there were significant differences in the metalinguistic indications that they preferred. This article helps language instructors in conceptualizing the ever-changing and dynamic nature of language, which mirrors the flexibility and adaptability of human communication via spoken grammar by enhancing the effectiveness of feedback via pedagogical alternatives. It is recommended that language instructors should create an environment that allows students to feel secure when their speaking skills and grammatical mistakes are addressed in a manner that is most suitable for them.

Keywords: *Corrective feedback, explicit feedback, L2 learners, metalinguistic feedback, spoken grammar*

Integrating Genre Theory and Ethnography: The Case of Ending Notes in Japan

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This paper discusses the possibilities and limitations of integrating Genre Theory and ethnography when researching writing genres. It utilizes the example of research on Ending Notes in Japan to clarify the effectiveness and possible uses of combining both methods.

Ending notes are notebook-like writing pads distributed by businesses, NPOs, and government agencies in Japan. They provide opportunities for people to express their thoughts and strategies concerning the processes of aging, dying, and post-death in writing. Genre Theory is a method of research and teaching of writing. The theory has three main traditions: the Sydney school, the English for Specific Purposes (ESP), and the Rhetorical Genre Studies (RGS). The main focus of research utilizing Genre Theory methodology has been on textual analysis. Therefore, Genre Theory is a highly efficient way of conducting textual analysis of any text. Nonetheless, it usually misses the larger context of culture in its studies.

To fully understand a textual genre, it is necessary to investigate the social, cultural, and economic aspects that influence its creation and uses, including the people and spaces where the genre is used. In the study of culture, ethnography has been one of the most effective methods to investigate customs, habits, and individual cultures in general. Regarding the use of ethnography in writing research, Barton & Papen (2010) point out that ethnography provides researchers with tools "to explore the activity and contexts of writing and the meaning their users, readers, and writers, bring to these" (p. 9).

By discussing the presenter's research on Ending Notes, this paper demonstrates how the combination of genre theory and ethnography can enrich writing research by helping researchers gain a deeper understanding of a genre's uses, purposes, and writers' intentions. Lastly, it provides suggestions on how to use both methods in investigations of textual genres.

Keywords: *Genre Theory, Ethnography, Ending Notes*

Barton, D., & Papen, U. (2010). What is the anthropology of writing? In D. Barton & U. Papen (Eds.), *The anthropology of writing: Understanding textually-mediated worlds* (pp. 3-32). Continuum.

Issues of Spanish-English Translations of Texts on Liberation Theology, Translational Failures and the Mismatch with Online Decolonial Readers' Requirements

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Liberation theology emerged from amongst the poor of Latin America in the late 1960s and was originally based on Roman Catholic doctrine and very influential in Latin America when it first emerged. However, the Vatican was very critical of the theology for over thirty years, at least partly because it had links to Marxism. Consequently, liberation theology started losing currency worldwide. However, the theology has regained relevancy, partly because many academics are reading translated versions of texts on liberation theology from decolonial perspectives. While there is a consequential interest in rereading the texts due to political similarities with the 1960s, understanding the translations if they are being read online and from decolonial perspectives is problematic. We need to understand why. The consequential issues identified will be used to make recommendations. The issues have been identified using a qualitative methodology. Translations of texts on liberation theology can also be subjected to issues associated with where the texts were published or by temporal issues. I argue that these issues have impacted the translated text because the language in the text may sometimes refer to situations that only people from where the text was published are likely to be familiar with. As the internet has a worldwide audience, the issues can lead to failures to fully comprehend the messages of the narratives of the text if it is being read especially online. The same issues have led to political influences that can impact the interpretations of the narratives of the translated text when the translation is read online from decolonial perspectives. This presentation will highlight the big extent to which the translator's chosen options have led to the failures and impacts the previous sentence refers to. I will argue that the failures and impacts are linked to problems with the translation which can be addressed if the source text was to get retranslated into English by the translators being sensitive to how the text is being read, particularly by audiences who are reading it online from decolonial perspectives. I argue that these problems have resulted in considerable mistranslations that have distorted the source text's message and taken away political dimensions. Finally, another problem is that the translator excluded the South American critique by leaving out 1960s Marxist critiques against capitalism.

Keywords: *liberation theology, translated texts.*

Exploring the Nexus of Language, Culture, and Identity: Insights from Interdisciplinary Perspectives

Dr. Linc Johnson

This presentation proposes to delve into the intricate connections between language, culture, and identity, examining how these intersecting domains shape individuals and communities. Language serves as a primary vehicle for cultural expression and identity negotiation, reflecting and perpetuating shared beliefs, values, and practices within diverse sociocultural contexts. By exploring the multifaceted relationships among language, culture, and identity, this presentation aims to illuminate the complex dynamics at play and offer insights into the ways in which individuals construct, negotiate, and express their identities through language and cultural practices.

The Influence of Gender on Language Acquisition among Tertiary-Level Students

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The English language plays a crucial role in facilitating communication within the context of development, along with an awareness and respect for indigenous languages. Furthermore, the promotion of the mother tongue in certain periods of human development may also be a vital tool to support progress in developing countries. Vietnam is currently in the process of reforming its educational policies to provide adequate support for individuals utilizing English in their professional and academic pursuits. While mastering the mechanics of the English language is essential, EFL or ESL learners in Asian countries must recognize that English, like any living language, undergoes continual evolution. One notable contemporary shift in English language usage is the increasing demand for gender-neutral language in communication.

This study addresses a significant issue observed in classrooms, where male students are frequently commended by teachers for their assertiveness, confidence, and expression of opinions, while female students are often praised for their quiet, diligent, and polite demeanor. Additionally, males may face pressure to conform to traditional masculine ideals by exhibiting traits such as aggression, ambition, and assertiveness, while females are often expected to embody traits associated with femininity, such as being supportive, enthusiastic, and submissive in the process of learning English. Consequently, the research on gender differences holds significant importance in linguistic education, as it influences curriculum design, teaching methodologies, instructional strategies, and students' learning processes. This also delves into the intersection of language learning and gender identity, exploring various regional, ethnic, religious, and multicultural contexts, as well as examining how gender dynamics manifest in foreign language classrooms in alignment with societal norms and gender interactions in the native language (L1) context.

The paper demonstrates how an ESL lesson can raise learners' awareness of sexist language and offers insights for curriculum developers to consider the gender of teachers, learners, and the subject matter to shape classroom interactions in a meaningful way. The primary objective of this paper is to heighten the awareness of TESOL professionals regarding gender-related issues in language education, further research, contemplation, and discourse on the practical application of theories and methodologies in ESL/EFL teaching situations.

Keywords: *gender, gender identity, language acquisition, English as a Foreign Language (EFL), English as a Second Language (ESL)*

Plagiarism in the mindset of PhD students: a case study

Diana Yankova¹

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Bulgaria*

Plagiarism is a major ethical and academic offense and has become a serious concern in Western educational establishments and professional settings. The pressure to publish research, time constraints, the requirements of academic journals for lucid, concise, accurate writing, may lead to bypassing and non-observance of research ethics and engender resort to academic misconduct or other unethical writing practices.

The main objective of this research is first to elicit the knowledge that PhD students have of academic dishonesty and related concepts and terms and then to assess their attitude towards the phenomenon and highlight their practices. Doctoral students are novice researchers and as such a very important target group that need to learn how to write in order to be fully incorporated into academe. The data was collected through questionnaires administered anonymously to 50 PhD students in Bulgaria in order to keep respondents' privacy and encourage as much as possible truthfulness in answering some of the delicate questions.

Results suggest that the respondents were not always fully aware of the entailment of research ethics, the specific manifestations of academic dishonesty and their definitions, the types of behaviour that are permitted, the consequences and the remedies for plagiarism. Concerning their experience when writing theses and publishing papers, PhD students expressed ambivalence regarding self-plagiarism, admitted they might have plagiarized unintentionally at earlier stages of their writing (e.g. BA theses), conceded to using tables, graphs, or pictures from the internet without citation on the assumption that access was free, and emphasized that beginner writers need considerable support from their supervisor regarding these issues.

Keywords: *student attitudes, knowledge, plagiarism, university, academic writing*

Feminist Culinary Narratives: a look at women's food narratives and identity.

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Women's food narratives are good examples of the popular feminist phrase "the personal is political". Scholars of food studies have argued that women's culinary narratives skilfully situate the personal amidst larger socio-cultural, economic and political concerns. In fact, this paper argues that, fictional as well as autobiographical culinary narratives, assert notions of 'self' in relation to larger debates. Looking specifically at the culinary fiction *Like Water for Chocolate* and the culinary autobiography *Bong Mom's Cookbook* this paper argues that culinary narratives are literary spaces within which women articulate their sense of identity. However, the identity or sense of 'self' articulated in most culinary narratives is not a mere declaration of one's perceived notions of identity. Consequently, this paper argues that culinary narratives emerge as spaces for contesting, reshaping and even rearticulating one's sense of 'self'. These feminist culinary narratives, therefore, contain a sense of 'self' created through one's negotiation with varied socio-cultural, economic and political factors. Finally, the paper argues that culinary narratives as a genre serve as counter narratives created to insert women into mainstream debates and discourses. In other words, this paper is an attempt to understand women's culinary narratives as feminist spaces for women to ideate, articulate and assert their sense of 'self'.

Keywords: *food, identity, feminist narratives, 'self'.*

The knowledge building supporting system rocks the language courses

Dr. Ching-Ying Lin, Tsai-Pei Lin

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This study delves into the dynamics of online supporting courses conducted amid the COVID-19 pandemic, where synchronous Zoom sessions are coupled with asynchronous work facilitated by Knowledge Forum, a platform tailored for collaborative knowledge creation. Through meticulous analysis of student engagement and the utilization of analytics, the study delves into the efficacy of amalgamating synchronous and asynchronous elements to foster advanced knowledge building.

In a parallel endeavor, the research hones in on an online supporting design course, extrapolating guidelines from student feedback and experiences. Thematic analysis of surveys and focus group interviews unveils pivotal themes like flexibility, pacing, choice of communication platforms, and diversification of content, offering invaluable insights into optimizing online design education.

Furthermore, the study probes the integration of technology-enhanced content and language integrated learning (TECLIL) methodologies in language classrooms. Employing platforms such as Knowledge Forum, the research evaluates student engagement and perceptions, shedding light on the potentials and hurdles of embedding technology within the evolving landscape of language education.

Collectively, the study contributes significantly to the burgeoning discourse on online supporting education amidst the pandemic. They underscore the centrality of knowledge building as a pedagogical cornerstone, advocating for the strategic utilization of synchronous and asynchronous components. Moreover, they advocate for the establishment of clear objectives and pacing, the diversification of content delivery and communication channels, and the implementation of scaffolding strategies to bolster student engagement and foster enriched learning outcomes within the realm of online higher education.

Keywords: Knowledge building, language course, online course