

FAKULTAS BAHASA DAN SENI

Jl. Pawiyatan Luhur IV/1 Bendan Duwur Semarang 50234
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SURAT-TUGAS

Nomor: 00129/K.6.4/ST.FBS/12/2021

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada:

- N a m a** : **Dr. Dra. Ekawati Marhaenny Dukut, M.Hum.**
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Menjadi PEMBICARA untuk kegiatan 19th Asia TEFL International Conference Delhi, India: Online & Onsite – Empowering through the English Language: Dynamics of Teaching and Learning of English in Asia dengan makalah yang berjudul “**Empowering Students with DLPCA Method to Teach Transnational Cultural Hybridity Materials**”
- W a k t u** : 3-5 December 2021
- T e m p a t** : Zoom dan Hotel JW Marriott, Aerocity, New Delhi, India
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 1 Desember 2021

D e k a n,

B. Retang Wohangara, SS., M.Hum

NPP. 058.1.1999.230

Tembusan:

Ka.LPSDM

The 19th AsiaTEFL International Conference Delhi, India: Online & Onsite

December 3-5, 2021

**Empowering through the English Language:
The Dynamics of Teaching and Learning of English in Asia**



Proposal Submission Deadline: May 15, 2021
Notification of Selected Proposals: June 30, 2021



Speakers:

Prof. Kapil Kapoor, India
Prof. Edgar W. Schneider, Germany
Prof. Bernard Spolsky, Israel

Visit AsiaTEFL Conference Homepage
<https://asiateflindia2021.wordpress.com>





Dear Prof./ Dr./ Mrs./ Mr.

"Ekawati Marhaenny Dukut"

We are delighted to inform you that your proposal entitled

"Empowering Students with DLPCA Method to Teach Transnational Cultural Hybridity Materials"

has been accepted for presentation (oral and poster) at the 19th Asia TEFL conference to be held in Delhi, India, from 3rd to 5th December, 2021.

Due to the constant rise of the COVID-19 and Delta+ cases in different parts of India, it has been decided that the conference will be held online only. So, with a heavy heart we say that we will miss the opportunity to meet and post you in Delhi, this December.

To secure a confirmed presentation slot, we request you to do the following:

1. Pay the AsiaTEFL membership fee by remitting the amount as per your eligibility. (Please find the details in the attached sheet). As a member's benefit, you can save US \$20-40 on your registration. Kindly visit the website: www.asiatefl.org and go to 'Membership'

2. Visit the conference website <<https://asiatefl2021.wordpress.com/>> to register. Early bird presenters registration is open till October 31 (Sunday), 2021. Please remit the amount through paper or wire transfer to the following bank account:

Name of the Bank & Branch: ICICI Bank, Patia Branch, Bhuvneshwar - 751024, India.
Account No. 369105001420
IFSC : ICIC0003691
Swift/ BIC Code: ICICINBBNRI

3. We will instruct you on how to produce a video of your presentation and upload in an online platform from where you will be asked to share a downloadable link.

4. For further information and conference updates, please visit <<https://asiatefl2021.wordpress.com/>>.

Thank you and we hope you can participate online in the 19th AsiaTEFL International Conference to be hosted in Delhi.

With Warm Wishes,

Panchanan Mohanty
Chair, Conference Organizing Committee
The 19th AsiaTEFL International Conference, Delhi

Saturday, 4th December 2021: AsiaTEFL 2021

Conference Schedule Details (Indian Standard Time)

VENUE Time	Sr.No	Paper	Presenter	VENUE Time	Sr.No	Paper	Presenter
11:00-11:15	1	A Study on the Effectiveness of Flipped Classroom in College English Teaching	Dan Xin	11:00-11:15	1	Experience Sampling Approaches to L2 Learning Opportunities and Motivation Outside the Classroom	Tatsuya Taguchi
11:15-11:30	2	Uncovering Challenges Chinese International Postgraduate Students Face in Academic English Language Communication In a Malaysian Public University	Xiuwen Zhai; Abu Bakar Razali	11:15-11:30	2	Does Mother Tongue Interference Happen on Text Structure and Texture of Narratives Written by Javanese English Learners? : A Case Study at Universities in Tubungagung, Indonesia	Dwi Astuti Wahyu Nurchayati, Djatmika
11:30-11:45	3	Myanmar University Students' Attitudes towards the IELTS Test	Chaw Ei Su	11:30-11:45	3	Korean High School Students' Use of English Reading Strategies Depending on English Proficiency and Personality Type	Junsoo Kang
11:45-12:00	4	"Using Corpus Linguistics for Action Research in Writing Classrooms"	Jody Çiçek	11:45-12:00	4	Problem-Posing Education Through Project-Based Learning in a Korean University English Writing Class	Mi Kyong Kim
12:00-12:05		Short Break		12:00-12:05		Short Break	
12:05-12:20	5	Modifying Coursebook Activities for Task-based Teaching	Kimball James	12:05-12:20	5	Impact of EMI in Private Schools of Nepal	Ranjana Kumari Jha
12:20-12:35	6	Integrating L1 in L2 Classrooms: A Translanguaging Approach	Bartlett Alan Kevin	12:20-12:35	6	Making a Can-do List for Medical English Education - A Data Analysis of a Survey of Needs on English Education among the Faculty Members of the School of Medicine in Japan	Yukie Endo, Rumi Takahashi, Hiroshi Takahashi
12:35-12:50	7	Empowering Students with DL PCA Method to Teach Transnational Cultural Hybridity Materials	Ekawati Marhaeny Duktur	12:35-12:50	7	Personality Factors of Taiwanese High School Students as Predictors of Verbal-Memory Language Aptitude	Kuo-Wei Lai
12:50-13:05	8	Changes of Learning Conditions and Motivation: a Case Study	Iori Iwashita	12:50-13:05	8	L2 Graduate Students' English Language Learning Motivation and Self-Efficacy in the Online MA TESOL Course in Korea	Park G Yeon & Yunjoo Park
11:00-13:05 (2 hours 05 mins)		11:00-13:05 (2 hours 05 mins)		11:00-13:05 (2 hours 05 mins)		11:00-13:05 (2 hours 05 mins)	
11:00-11:15	1	Peer Assisted Learning System (PALS): An Innovative Approach to Collaborative Learning	Purbani Das & Reshmi VM	11:00-11:15	1	Enabling students receptive vocabulary via flipped classroom approach in a reading class	Yang Zhen
11:15-11:30	2	Flipped learning in undergraduate English departments in Indonesia	Sigit Pramono Jati	11:15-11:30	2	An Empirical Study on Ethnic Minority Students' Production of English Information Focus	Luan Lan

Conference Schedule Details Time (Indian Standard Time)

Day 1, 3rd December 2021: AsiaTEFL 2021

Opening Ceremony (40 mins) 11:00-11:40	1	Welcome: Prof. P.Mohanty				
	2	Invocation: Ganesh Vandana (dance) and Saraswati Vandana (song)				
	3	Opening Speech: Prof. P. Mohanty, Conference chair				
	4	Welcome Address: Presidents Ravinder Gargesh & Kilryoung Lee, AsiaTEFL				
	5	Congratulatory Address: President Gabriela Kleckova, TESOL International				
	6	AsiaTEFL Anthem				

11:40-12:25 (45 mins)
Keynote Address: Kapil Kapoor, Professor Emeritus, Indian Institute of Advance Study, Shimla
Venue: Tagore Hall
Topic: "English in India"
Moderator: Shailendra Mohan, Central Institute of Indian Languages.

12:25-13:00 (35 mins)
Lunch Break

Sessions

13:00-15:05				13:00-15:05			
VENUE		CONFERENCE ROOM: BUDHHA HALL [DAY 1 : SESSION 1]		VENUE		CONFERENCE ROOM: GANDHI HALL [DAY 1 : SESSION 2]	
Time (2 hr 05 mins)	Sr No	Paper	Presenter	Time (2 hr 05 mins)	Sr No	Paper	Presenter
13:00-13:15	1	The Use of Webinar Technology for English Language Teaching in Myanmar	Aye Aye Mar	13:00-13:15	1	The Effects of Online Collaborative Writing via Google Docs on Learners' Writing Performance and Interaction: A Case Study of Asian EFL Learners	Nakhon Kitjaroonchai
13:15-13:30	2	The Effect of Teachers' PPT Presentation Styles.	Hermanto	13:15-13:30	2	The Effects of Remote VR English Lessons in the Corona Era	Yoshiho Satake
13:30-13:45	3	Face-to-face vs. Technology-Assisted Peer Feedback in Writing a Digital Video Script: From Indonesian Undergraduate EFL Learners' Perspectives	Arif Husein Lubis	13:30-13:45	3	A COLSEC-Based Study of Self-monitoring Mechanism and Self-repair Types	Yin Nan
13:45-14:00	4	Understanding First-ontact Encounters in Online Communication Among ELF Users: Pre-Pandemic Observations of Transcultural and Strategic Language Use	Blagoja (Bill) Dimosk	13:45-14:00	4	The Intercultural Benefits of a Short-Term COIL Project	Rachelle R. Meilleur
14:00-14:05	Short Break			14:00-14:05	Short Break		
14:05-14:20	5	The Impact of Production-oriented Approach (POA) towards Chinese Undergraduates Oral English During COVID-19 Pandemic Era	Lixuan Sun	14:05-14:20	5	How Well Might Japanese Junior High School Students Adapt to Online Learning? A Brief Exploration of Possibilities	Atsuko Kakiba & Chikako Nishigaki
14:20-14:35	6	D-I-E Quick Write: A Fun and Practical Online Activity	Tomoyuki Kawashima	14:20-14:35	6	A Shift To "Forced" Online Learning: An Analysis of Student Perceptions in a Vietnamese University	Thang Nguyen Thi
14:35-14:50	7	Collaborative Online International Learning between Japan and Singapore during the COVID-19	Hiroyuki Obari	14:35-14:50	7	College English Teachers' Perception of Online Classes: A comparison of Korean and Native-speaker Teachers	Shinhye Kim
14:50-15:05	8	Integrating Listening Journals into the Online College EFL Classroom in Japan: Learner Autonomy, Variety Awareness, and Listening Skills Development	Saran Shiroza	14:50-15:05	8	Second Language Learners on the Lens of Utilizing E-Learning Facilities	Joseph Agbuya Villarama
13:00-15:05				13:00-15:05			

VENUE				CONFERENCE ROOM: BOSE HALL [DAY 1 : SESSION 3]				VENUE				CONFERENCE ROOM: PATEL HALL [DAY 1 : SESSION 4]			
Time (2 hr 05 mins)		Sr No	Paper	Presenter	Time (2 hr 05 mins)		Sr No	Paper	Presenter						
13:00-13:15		1	The Diachronic Effects of Online Automated Writing Evaluation System on Chinese EFL Learners' Writing Performance	Lili Wang	13:00-13:15		1	Online Language Teaching during the COVID-19 Pandemic — What Has and Hasn't Worked?	Chu Hin Cheng						
13:15-13:30		2	Implementing Online English Conversation Lessons in a Japanese University: Issues from World Englishes Perspectives and Pedagogical Concerns	Kobayashi Megumi	13:15-13:30		2	A Study on Middle School Students Perceptions on Remote English Learning during COVID-19	Kong Ji Eun & Daeun Lee						
13:30_13:45		3	Challenges for EFL Teachers in the Transformation of Their Roles in Online Teaching Environment	Chenyu Qi & Mi-Lim Ryoo	13:30_13:45		3	Zoom as a Virtual Platform Of Language Learning During the Pandemic: an Account of Undergraduate Learners' Experience	Wijewantha Charuka Supuni						
13:45-14:00		4	Reimagining Subjects for the Digital World: Experiences from a Hong Kong Tertiary Language Centre	Adam Forrester	13:45-14:00		4	Thai students' English learning stories: Historical stances towards English learning	Andrew Jocuns						
14:00-14:05		Short Break				14:00-14:05		Short Break							
14:05-14:20		5	Preparing Activity Sheets for Higher Secondary Level Students for Teaching English Language Online	Nujhat Nuari Islam & Ajmary Rahman Nijhum	14:05-14:20		5	Breaking Barriers Beyond the Traditional Classroom through Virtual Interconnectedness within the Online Classroom	Dawn Gillis						
14:20-14:35		6	Investigation into the Differences of EFL Teachers' Motivational Strategy Uses between Online and Face-to-Face Classes	Hyekyeng Kim	14:20-14:35		6	Second Language Learners on the Lens of Utilizing E-Learning Facilities	Joseph Agbuya Villarama						
14:35-14:50		7	Managing Virtual Classrooms	Jois Jois Geeta	14:35-14:50		7	Suggestions to Establish an Instructional Support System Based on the Roles of Online English Teachers	Hyo Jin Lee & Joo Hae Kim						
14:50-15:05		8	Gamification and Digital Learning in Online Classrooms during Pandemic in University Education	Sumie Chan & Noble Lo	14:50-15:05		8	L2 Listening and Metacognitive Instruction: Reflection in Learner Diary Entry	Kafia Azmee Azran						
		13:00-15:05													
VENUE				CONFERENCE ROOM: TILAK HALL [Day 1 : Session 5]				VENUE				CONFERENCE ROOM: TAGORE HALL			
Time		Sr No	Paper	Presenter	Time										
13:00-13:15		1	Asian ELT in the Covid-19 crisis and beyond through Scopus: A Bibliometric Analysis	Abdul Syahid	13:10-13:55		Featured Speech 1: Masaki Oda Topic: "English curriculum development in 9 Asian countries and regions" Moderator: Nitin Bhatnagar								
13:15-13:30		2	Everyone has an Accent: Training English Speakers to Comprehend the Diverse Accents of World Englishes	Amin Rahman & Aniruddha Bhattacharya											
13:30-13:45		3	Teaching ESP for Chemistry, Challenges for ESP Teacher, Steps in Conduction Needs Analysis, Teaching Load: Students' Wants and Lacks in Learning English.	Negova Feruza Sharifovna	13:55-14:00		Short Break								
13:45-14:00		4	Self-assessment of Classroom Participation: Myanmar Context	Daw mary	14:00-14:45		Featured Speech 2: Emi Emilia Topic: "English learning objectives linking with student's learning experiences in 9 Asian countries and regions" Moderator: Shiva Durga								
14:00-14:05		Short Break													
14:05-14:20		5	Development of a Complex Problem Solving Program Based on Subject Integration to Improve English Communication Skills of Korean Primary Learners	Kyungjin Park											
14:20-14:35		6	Everyone has an accent: Training English speakers to comprehend the diverse accents of World Englishes	Schaefer Vance											
14:35-14:50		7	Middle School Students' Perception and Motivation of English Classes Using Musicals	Jihyeon Kim											
14:50-15:05		8	The Role of Motivational Characteristics in the Development of Willingness to Communicate	Takumi Aoyama											

15:05-15:10 (5 mins)

Short Break

15:10-15:55 (45 mins)

Plenary 1: Prof. Bernard Spolsky, Bar-Ilan university
Venue: Tagore Hall
Topic:"English in the Asian language repertoire"
Moderator: S. Imtiaz Hasnain, Aligarh Muslim University.

15:55-16:00 (5 mins)

Short Break

16:00-18:05				16:00-18:05			
VENUE		CONFERENCE ROOM: BUDHHA HALL [Day 1 : Session 7]		VENUE		CONFERENCE ROOM: GANDHI HALL [Day 1 : Session 8]	
Time (2 hr 05 mins)	Sr No	Paper	Presenter	Time (2 hr 05 mins)	Sr No	Paper	Presenter
16:00-16:15	1	Personality and motivation: vision-directed persistence among Japanese learners of English	Chihiro Nomura & Kenta Sugawara	16:00-16:15	1	“Effect of English Learning Anxiety on English Learning Demotivation -Focusing on Third-year Humanities High School students in South Korea”	Eunyoung Choi & Tae-Young Kim
16:15-16:30	2	Empowering the English Language Teaching (ELT) professional to provide support to develop Academic Literacy in English Medium Degree Programmes (EMDPs)	Mahawattha Nadee & Romola Rossool	16:15-16:30	2	Role of listeners' explicit knowledge about English varieties in intelligibility	Yokomoto Katsuya
16:30-16:45	3	Creativity in English Language Teaching: Comparing perceptions of EFL teachers and students learning to be teachers”	Iuh Putu Artini	16:30-16:45	3	Integrating Multimodal Texts into the English Language Curriculum	Alexius Chia & Caroline Chan
16:45-17:00	4	Musicals in ELT: Method or Material?	Mizuki Matsumaru	16:45-17:00	4	Applying Nonviolent Communication in English Language Teaching Classrooms	Ching Ting Ang
17:00-17:05	Short Break			17:00-17:05	Short Break		
17:05-17:20	5	Motivation for Reading in English among Cambodian ESL Learners	Kusumi Vasantha Dhanapala	17:05-17:20	5	Bridging the gap between teachers and students: Second language writing task perceptions and individual differences	Hyung-Jo Yoon
17:20-17:35	6	A Study on “Golden Course” in College English Teaching from the Perspective of Production-oriented Approach (POA)	Xiaohui Zhang	17:20-17:35	6	Exploring the Effects of Text Length on the Readability of Model Essays	Baker R John
17:35-17:50	7	Teaching English language reading skills to students of higher education	Firuz Rustamovna Kadirova	17:35-17:50	7	The Use of a Bilingual Essay Corpus to Develop Intercultural Communication	Sumie Akutsu
17:50-18:05	8	The role of noticing in the acquisition of the past tense form in English through oral corrective feedback	Choo Siow Chin	17:50-18:05	8	A Linguistic Analysis on Errors Committed by Undergraduates in Chinese-English News Headlines Translation: A Case Study	Jun Ma
16:00-18:05				16:00-18:05			
VENUE		CONFERENCE ROOM: BOSE HALL[Day 1 : Session 9]		VENUE		CONFERENCE ROOM: PATEL HALL [Day 1 : Session 10]	
Time (2 hr 05 mins)	Sr No	Paper	Presenter	Time (2 hr 05 mins)	Sr No	Paper	Presenter
16:00-16:15	1	The Study of the Microgenetic Changes in EFL learners’ Vocabulary Development: A Dynamic Systems Perspective	Zheng Yurong	16:00-16:15	1	How to Evaluate Novice EFL Students’ English Compositions: Development of New Analytic Evaluation Criteria	Chiaki Baba
16:15-16:30	2	Native Speakerism Viewed from Local EFL Teachers Perspectives	Daein Lim & Eun Sung Park	16:15-16:30	2	Enhancing Primary Students’ Reading Interest through Picture Book Read-Alouds in the EFL Context	Agnes Tang & Mingze Lin & Xin Wang
16:30-16:45	3	Enhancing Thinking Skills of Indian ESL School Learners through Reflective Journals	Parul Bakshi	16:30-16:45	3	Presentation and Rhetorical Hype of the Author's Identity Construction Process in Second Language Academic Writings	Han Yichao
16:45-17:00	4	The Role of Literature in the Success of Undergraduate EFL Students in Learning English Language	Nilar Win	16:45-17:00	4	Utilizing Current Situations As Empowering Resources: EFL Creative Writing During The Pandemic	Widyastuti Dewi
17:00-17:05	Short Break			17:00-17:05	Short Break		
17:05-17:20	5	Vocabulary Learning Strategies Used by EFL Undergraduate University Learners in the Myanmar Context	Htun Win	17:05-17:20	5	Thai EFL learners’ judgments of English passive sentences and the effects of verb types	Vatcharit Chantajinda & Theeraporn Ratitamkul
17:20-17:35	6	EFL Learning Environment at Myanmar Universities	Ni Ni Hlaing	17:20-17:35	6	An Investigation of the Characteristics of English Vocabulary that Affect Learning by Mainland Chinese EFL Learners	Yuntao Joseph Zeng & Qiuxia Erin Lu

17:35-17:50	7	An Intervention Approach for Learning Problems among English as a Second Language (ESL) Students in English-Medium Instructional (EMI) Contexts	Anushika Kariyawasam	17:35-17:50	7	Current Status and Perceptions of EFL Teachers in Japanese Primary Schools	Chisato Matano & Emiko Izumi
17:50-18:05	8	Transforming from novice writers learning English as a Foreign Language into expressive essayists: A genre analysis of grammar, whole text, and discourse semantics	Akiko Nagao	17:50-18:05	8	Attitudinal Resources on the COVID-19 Editorial News And EFL Learners' Arguments: Appraisal Discourse Analysis	Ngasbun Egar

16:00-18:05

16:00-17:30

Symposium in Honour of Ganakumaran Subramaniam
VENUE: TAGORE HALL Moderator: Ramesh Nair Panelists: Joo-Kyung Park, Arifa Rahman, Willy Renandya, Masaki Oda

17:30-17:35

Short Break

<p>17:35-18:20</p> <p style="text-align: center;">Reflections on AsiaTEFL Webinar Series VENUE: TAGORE HALL Pragasit Sitthitikul</p>	<p style="text-align: center;">17:35-18:20</p> <p style="text-align: center;">Azaadi ka Amrit Mahotsava Lecture "English and Indian Languages: Aadaan-Pradaan (Mutual Exchanges)" Awadesh Kumar Mishra, The English and Foreign Languages University, Shillong VENUE: GANDHI HALL Moderator: Niladri Sekhar Dash, Indian Statistical Institute</p>
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18:05-18:10 (5 mins)

Short Break

18:10-18:20 (10 mins)

Cultural Program

End of Day 1

Saturday, 4th December 2021: AsiaTEFL 2021 Conference Schedule Details (Indian Standard Time)

11:00-13:05 (2 hours 05 mins)				11:00-13:05 (2 hours 05 mins)			
VENUE CONFERENCE ROOM: BUDHHA HALL [Day 2 : Session 1]				VENUE CONFERENCE ROOM: GANDHI HALL [Day 2 : Session 2]			
Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter
11:00-11:15	1	A Study on the Effectiveness of Flipped Classroom in College English Teaching	Dan Xin	11:00-11:15	1	Experience Sampling Approaches to L2 Learning Opportunities and Motivation Outside the Classroom	Tatsuya Taguchi
11:15-11:30	2	Uncovering Challenges Chinese International Postgraduate Students Face In Academic English Language Communication In a Malaysian Public University	Zhai Xiuwen	11:15-11:30	2	Does Mother Tongue Interference Happen on Text Structure and Texture of Narratives Written by Javanese English Learners? : A Case Study at Universities in Tulungagung, Indonesia	Dwi Astuti Wahyu Nurhayati
11:30-11:45	3	Myanmar University Students' Attitudes towards the IELTS Test	Chaw Ei Su	11:30-11:45	3	Korean High School Students' Use of English Reading Strategies Depending on English Proficiency and Personality Type	Junsoo Kang
11:45-12:00	4	"Using Corpus Linguistics for Action Research in Writing Classrooms"	Jody Çiçek	11:45-12:00	4	Problem-Posing Education Through Project-Based Learning in a Korean University English Writing Class	Mi Kyong Kim
12:00-12:05	Short Break			12:00-12:05	Short Break		
12:05-12:20	5	Modifying Coursebook Activities for Task-based Teaching	Kimball James	12:05-12:20	5	Impact of EMI in Private Schools of Nepal	Ranjana Kumari Jha
12:20-12:35	6	Integrating L1 in L2 Classrooms: A Translanguaging Approach	Bartlett Alan Kevin	12:20-12:35	6	Making a Can-do List for Medical English Education - A Data Analysis of a Survey of Needs on English Education among the Faculty Members of the School of Medicine in Japan	Yukie Endo, Rumi Takahashi, Hiroshi Takahashi
12:35-12:50	7	Empowering Students with DLPCA Method to Teach Transnational Cultural Hybridity Materials	Ekawati Marhaenny Dukat	12:35-12:50	7	Personality Factors of Taiwanese High School Students as Predictors of Verbal-Memory Language Aptitude	Kuo-Wei Lai
12:50-13:05	8	Changes of Learning Conditions and Motivation: a Case Study	Iori Iwashita	12:50-13:05	8	L2 Graduate Students' English Language Learning Motivation and Self-Efficacy in the Online MA TESOL Course in Korea	G Yeon Park & Yungjoo Park
11:00-13:05 (2 hours 05 mins)				11:00-13:05 (2 hours 05 mins)			
VENUE CONFERENCE ROOM: BOSE HALL [Day 2 : Session 3]				VENUE CONFERENCE ROOM: PATEL HALL [Day 2 : Session 4]			
Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter
11:00-11:15	1	Peer Assisted Learning System (PALs): An Innovative Approach to Collaborative Learning	Purbani Das & Reshmi VM	11:00-11:15	1	Enabling Students' Vocabulary Knowledge via flipped Classroom Approach	Yang Zhen
11:15-11:30	2	Flipped learning in undergraduate English departments in Indonesia	Sigit Pramono Jati	11:15-11:30	2	An Empirical Study on Ethnic Minority Students' Production of English Information Focus	Luan Lan
11:30-11:45	3	English Speaking Anxiety in Chinese non-English Major Undergraduates: General Patterns and Sources 138, 60,30 Each for Students	Yuanze Xu & Ruiyang Chen	11:30-11:45	3	The Sense Of "Being There" in Indonesian Higher Education Distant Learning: Students' Perspective.	Suharno

11:45-12:00	4	The Effect of Using Smartphone in L2 on Vocabulary Acquisition and Learning Motivation	Shelly Xueting YE	11:45-12:00	4	“Problems of Alphabet Acquisition in Japanese Elementary Schools -Confusion and Misunderstanding Caused by Teaching the Alphabet Letters in the Different Two School Subjects in the Same Third Grade, Japanese Language Education and Foreign Language Education-”	Kagari Tsuchiya
12:00-12:05	Short Break			12:00-12:05	Short Break		
12:05-12:20	5	Exploring Arts-Integration, Safe Space and Self-Expression in the Indian CBSE English Classroom	Riya Kartha	12:05-12:20	5	English Pronunciation –Contemporary Practices, Issues and Research in Bangladesh	Amin Rahman & Aniruddha Bhattacharya
12:20-12:35	6	A Case Study on Introducing SDGs in English Education in Japan	Hara Takayuki	12:20-12:35	6	Secondary Korean English Teachers’ Views on Reflection of Core Competencies in Culture Contents and Culture Teaching	Kiwan Sung & Ji Eun Kong
12:35-12:50	7	Creating Excitement Through Active Learning	Sunita Swar Suri	12:35-12:50	7	Developing learning strategy model to Enhance Learners Reading Ability and the 4c skills.	Erni M.Hum
12:50-13:05	8	Incorporating Literature Circles in a Graduate TESOL Course in China: Insights and Implications	Agnes Tang & Fengming Liu & Ti Zheng	12:50-13:05	8	How to use Shadowing in the Globalized Society?	Yo Hamada
11:00-13:05 (2 hours 05 mins)							
VENUE	CONFERENCE ROOM: TILAK HALL [Day 2 : Session 5]			VENUE	TAGORE HALL [DAY 2 : SESSION 6]		
Time	Sr No	Paper	Presenter	Time			
11:00-11:15	1	Foreign Language Communicative Competence of Students in the Professional Domain Modular Training and Methods of Development	Nargiza Kholmurodova	11:00-11:45	Featured Speech 3: Phyllis Chew Topic: "English teaching methodology in primary schools in 9 Asian countries and regions" Moderator: Sandip Debnath		
11:15-11:30	2	English Language Difficulties Encountered by Students of Ocean Edu, Nguyen Luong BangBranch, Hanoi, Vietnam	Nico James Alagasi Bantayanon	11:45-11:50	Short Break		
11:30-11:45	3	Is Assessment of Reading Comprehension Affected by Learner Anxiety	Nathan C. Lalremruatpuia	11:50-12:50	Symposium Topic: "English as a lingua franca (ELF): Implications and applications International Symposia" Moderator Session 1: Masaki Oda Moderator Session 2: Susan Holzman		
11:45-12:00	4	Development of Pragmatics-based Media for Listening: An innovation in Independent Learning	Arif Arifuddin & Sujana Made				

12:00-12:05	Short Break						
12:05-12:20	5	The Impact of Production-oriented Approach towards Chinese Undergraduates Oral English During COVID-19 Era	Sun Lixuan				
12:20-12:35	6	Examining Affordance of Cultural Portfolio Project and its impact on L2 Linguistic Complexity Development in EFL Context	Gao Yuying				
12:35-12:50	7	Teaching English for Specific Purpose (Wants and lacks in learning English the students of chemistry & Russian philology)	Feruza Negova				
12:50-13:05	8	Integrated Islamic Education Studies in English language learning at Al Asyariah Mandar University	Aco Nasir & Chuduriah Sahabuddin & Abd. Hamid				

13:05-13:50 (45mins) Lunch Break

PLENARY 2: Edgar W. Schneider, University of Regensburg
Venue: Tagore Hall
Topic: "All Things New in Singapore: On creativity, complexity, and usage associations in Englishes – and what this implies for language teaching"
Moderator: Awadesh Kumar Mishra, The English and Foreign Languages University.

14:40-16:45 (2 hours 05 mins)

VENUE CONFERENCE ROOM: BUDHHA HALL [Day 2 : Session 7]				VENUE CONFERENCE ROOM: GANDHI HALL [Day 2 : Session 8]			
Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter
14:40-14:55	1	The Impact of Production-oriented Approach towards Chinese Undergraduates Oral English During COVID-19 Era	Sum Lixuan	14:40-14:55	1	Textual and linguistic features of second language poetry writing: A case of Japanese EFL students	Atsushi Lida
14:55-15:10	2	Engaging Tertiary Level Students in English Language Writing Classes Using Visual Aids	Md Ariful Hasan	14:55-15:10	2	Linguistic Features of “Good” Essays and “Not So Good Essays”: A Study Based on the Data from the ICNALE GRA Module	Ishikawa Shin
15:10-15:25	3	Designing Homework to achieve 21st Century English Language Skills	Gargi Sarkar	15:10-15:25	3	Discourse Analysis of Invictus from Stylistic Perspective	Yumei Song (video is with shikhar)
15:25-15:40	4	Early English Education on the Effects of Elementary School English Learning: A Survey of Four Parents	Soo Young Park	15:25-15:40	4	The Uniqueness of Indian English: A Study of Raja Rao's Kanthapura	Kasturi Sinha Ray
15:40-15:45	Short Break			15:40-15:45	Short Break		
15:45-16:00	5	Pragmatic Routines and Corpus Linguistics in the Design of Lessons at the Tertiary Level in China: the Case of Excuse Me	Malila Prado & Adriana Porcellato	15:45-16:00	5	Linguistic Features of Second Language Poetry Writing: A Case of Japanese EFL Students	Iida Atsushi

16:00-16:15	6	Student Empowerment Through the Teaching and Learning of Grammar as Meaning Making in the EL Writing Classroom	Christine Anita Xavier	16:00-16:15	6	Adopting Julia Cameron's "Morning Pages" to Improve the English Writing Skills of ESL Students	Tilasha Molagoda
16:15-16:30	7	Academic Language in India: Assessing the Need for Instruction	Monalisha	16:15-16:30	7	Interaction of Translation with Cultural Context: Points of Convergence and Divergence	Abdullah Saleh Aziz Mohammed
16:30-16:45	8	An Analysis of the Phonological Features of 'Jaffna English' as a Regional Variety	Sivaji Saambaviy	16:30-16:45	8	Using Machine Translation in Foreign Language Education	Shien Sakai & Hirofumi Ohkatsu

14:40-16:45 (2 hours 05 mins)

14:40-16:45 (2 hours 05 mins)

VENUE CONFERENCE ROOM: BOSE HALL [Day 2 : Session 9]				VENUE CONFERENCE ROOM: PATEL HALL [Day 2 : Session 10]			
Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter
14:40-14:55	1	Developing Writing Skills for Technical College Students in Rural Japan	Tomek Ziemba	14:40-14:55	1	"I find it difficult to accept": Professional identity tensions of three international pre-service teachers in South Korea	Kilryoung Lee, Meerbek Kudaibergenov
14:55-15:10	2	To what extent rhetoric and science compatible? Changing patterns of an author's language choices in scientific writing	Sachiko Yasuda	14:55-15:10	2	Corpus-involved Education and Learning in University	Shuo Zhao
15:10-15:25	3	Teaching Hedges in Academic Writing for NAOE Majors: A Corpus-assisted Study	Lv Haonan	15:10-15:25	3	International Practicum: EFL Trainee Teachers' Expectations and Satisfaction	Phuong Thi My Tran & Bao Kham
15:25-15:40	4			15:25-15:40	4	Needs Assessment of Professors and Students as an Initial Phase of Designing a University STEM English Course	Madoka Kawano & James A.
15:40-15:45	Short Break			15:40-15:45	Short Break		
15:45-16:00	5	Effective Reading Strategies for Generation Z Using Authentic Texts	Khin Thet Thet	15:45-16:00	5	Centring talk in the English classroom: A critical review of higher education language education research	Anthony Robert Wotring
16:00-16:15	6	A Study of Perception of Speech Rate and Topic Familiarity in English Listening	Eunjin Lee & KyungWhan Cha	16:00-16:15	6	Fossilization Research in China: Weaknesses and Strengths —Based on the Major Journal Papers between 1999-2020	Pei Shuang
16:15-16:30	7	Perspective on Integrating Soft Skills in Teaching and Learning Activities	Pushpa Priya	16:15-16:30	7	Learning Portfolio as Indicators of Student Teachers' Competencies in an English Teacher Training Program: Lecturers' Perspectives	Dedy Kurniawan
16:30-16:45	8	An Action Research on Empowering Gen Z in their Advocacy Letter Writing Skills	Bensal Riosa Edwina & Edna Delos Santos Miraflores	16:30-16:45	8	Culture and English Language Teaching	Shiva Durga

14:40-16:45 (2 hours 05 mins)

VENUE CONFERENCE ROOM:TILAK HALL [Day 2 : Session 11]				VENUE TAGORE HALL [DAY 2 : SESSION 12]			
Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter

14:40-14:55	1	Strategic Mediation to Develop Pre-Service English Teachers' Critical Thinking in an Indonesian University	Muniroh Siti	14:40-15:25	1	Featured Speech 4: Salonee Priya Topic: "Need for standardized assessment in English curriculum in 9 Asian countries and regions" Moderator: Aman Shahni
14:55-15:10	2	Policies and Practices: Historical Changes in the Courses of Study in Japan	Koyama Manami	15:25-15:30	2	Short Break
15:10-15:25	3	Failure to Empower: Lessons from Japanese Higher Education	Lieb M Margaret	15:30-16:30	3	Featured Symposium: "Online ELT and Teacher development during the pandemic" Moderator: Prof. Qiufang Wen Panelists: Ju Seong Lee, Kyungja Ahn, Supong Tangkiensirisin, Hong Zhang & Tianwei Zhang
15:25-15:40	4	Design and Architecture of Voice Chatbot for L2 Speaking	Heyoung Kim			
15:40-15:55	5	Learning and Fun: What a beautiful Combination!	Gustavo Gonzalez			
15:55-16:10	6					
16:10-16:25	7					
16:25-16:30 (5 mins)	Short Break					
16:30-17:15 (45 mins)	<p align="center">PLENARY 3. Rajend Mesthrie, University of Cape Town Venue: Tagore Hall Topic: "World Englishes Studies Today" Moderator: Sonal Kulkarni-Joshi, Deccan College, Pune</p>					
17:15-17:20 (5 mins)	Short Break					
17:20-18:20 (60 mins)	AsiaTEFL General Business Meeting					
18:20-18:30 (10 mins)	Cultural Program					
	End of Day 2					

Sunday, 5th December 2021: AsiaTEFL 2021 Conference Schedule Details (Indian Standard Time)

TIME	
11:00-11:45 (45 mins)	PLENARY 4: Vaishna Narang, Jawaharlal Nehru University Venue: Tagore Hall Topic: "The Virtual language lessons and the uncompromising teacher: Challenges of digital age language pedagogy" Moderator: A.R. Fatihi, Aligarh Muslim University
11:45-12:30 (45 mins)	Lunch Break

VENUE	Sr No	CONFERENCE ROOM: TILAK HALL (Workshops-2)	VENUE	Sr No	CONFERENCE ROOM: TAGORE HALL (1 Workshop+1 Featured Speech)
12:30-13:10	1	Workshop: Susan Holzman Topic: "Writing for publication of research: Advice from a copyeditor and publishing coach"	12:30-13:10	1	Workshop: Gargi Sarkar Topic: "Designing Homework to achieve 21st century English Language skills"
13:10-13:50	2	Workshop: Saambaviya Sivaji Topic: "An analysis of the Phonological Features of 'Jaffna English' as a Regional Variety"	13:10-13:55	2	Featured Speech 5: Wei Keong Too Topic: "English Learning standards in 9 Asian countries and regions" Moderator: Areeba Shabbir

13:55 -14:00 **Short Break**

14:00-14:45 (45 mins)	PLENARY 5: Raymond Hickey, University of Limerick Venue: Tagore Hall Topic: "The Future of English as a Lingua Franca" Moderator: Pradeep Kumar Das, Jawaharlal Nehru University.
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14:45-16:50 (2 hrs 05 mins)

14:45-16:50 (2 hrs 05 mins)

VENUE	CONFERENCE ROOM: BUDHHA HALL [Day 3 : Session 1]	VENUE	CONFERENCE ROOM: GANDHI HALL [Day 3 : Session 2]
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Time	Sr No	Paper	Presenter	Time	Sr No	Paper	Presenter
14:45-15:00	1	Lecturers' Practices and Perceptions on the Effectiveness of Feedback in the Assessment of Academic Writing in Hong Kong	Noble Lo & Chan Sumie	14:45-15:00	1	A North Korean Defector's Transnational Experience of Learning English	Eun Sung Park
15:00-15:15	2	Maximising Student Voice in the English Classroom	Holly Ho	15:00-15:15	2	Creating Interdisciplinary Synergies through teaching Social Issues known as "Wicked Problems"	Yuri Jody Yujoba
15:15-15:30	3			15:15-15:30	3	Exploring ways to promote students' critical awareness in English classrooms	So-Yeon Ahn
15:30-15:45	4			15:30-15:45	4		
15:45-15:50	Short Break			15:45-15:50	ShortBreak		
15:50-16:05	5			15:50-16:05	5		
16:05-16:20	6			16:05-16:20	6		
16:20-16:35	7			16:20-16:35	7		
16:35-16:50	8			16:35-16:50	8		

16:50-16:55
(5 mins)

Short Break

16:55-17:40
(45 mins)

PLENARY 6. Shahid Abrar Ul-Hassan, Yorkville University
Venue: Tagore Hall
Topic: "Revisiting the assessment literacy of English language practitioners"
Moderator: S. Arulmozi, University of Hyderabad

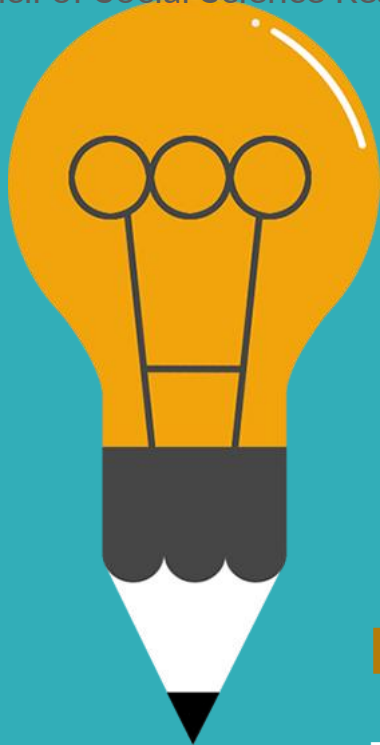
17:40-18:40
(60 mins)

CLOSING CEREMONY
AsiaTEFL 2021 Reflections
AsiaTEFL 2022 Preview

18:40-18:50
(10 mins)

Cultural Program

End of the Conference



Empowering Students with DLPCA Method to Teach Transnational Cultural Hybridity Materials

Ekawati Marhaenny Dukut

ekawati@unika.ac.id



December 3-5th, 2021 English Department, Soegijapranata Catholic University, Semarang, Indonesia

BACKGROUND



Covid-19 pandemic has challenged teachers/ lecturers to make creative and innovative teaching and learning activities online.

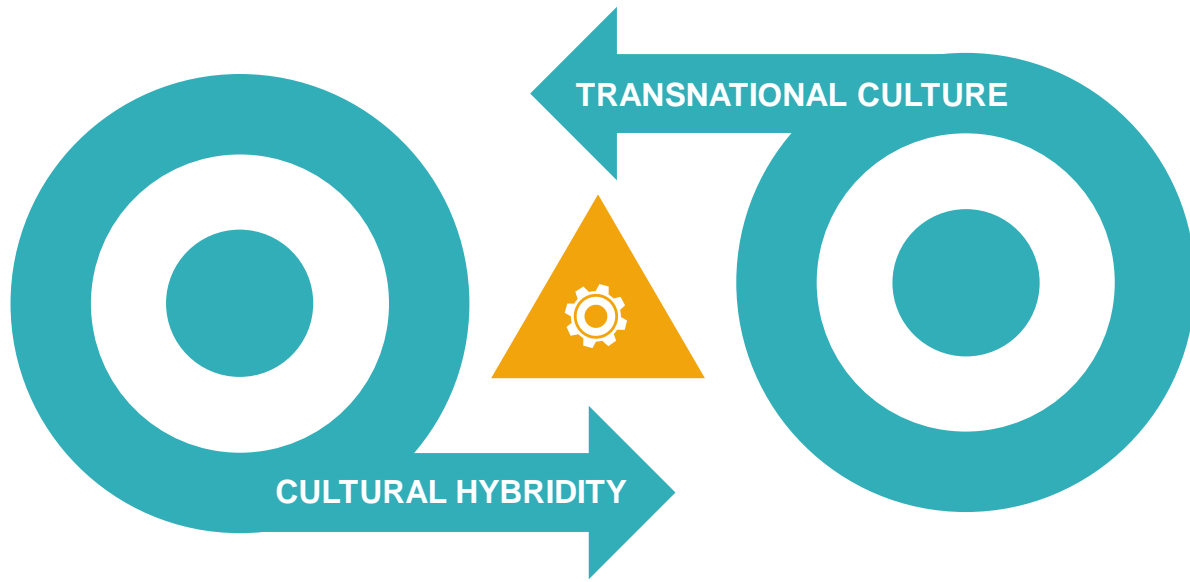
One of the ways to ensure an effective academic environment in the class is to employ a DPLCA learning strategy.

Popular Culture

Students taking this course are trained to understand about the characteristics of popular culture by interpreting and analyzing popular culture products of the modern, globalized society.

By doing library and field research, the students then learns how to interpret and analyze the globalized popular culture as a way to understand better their own Indonesian culture.

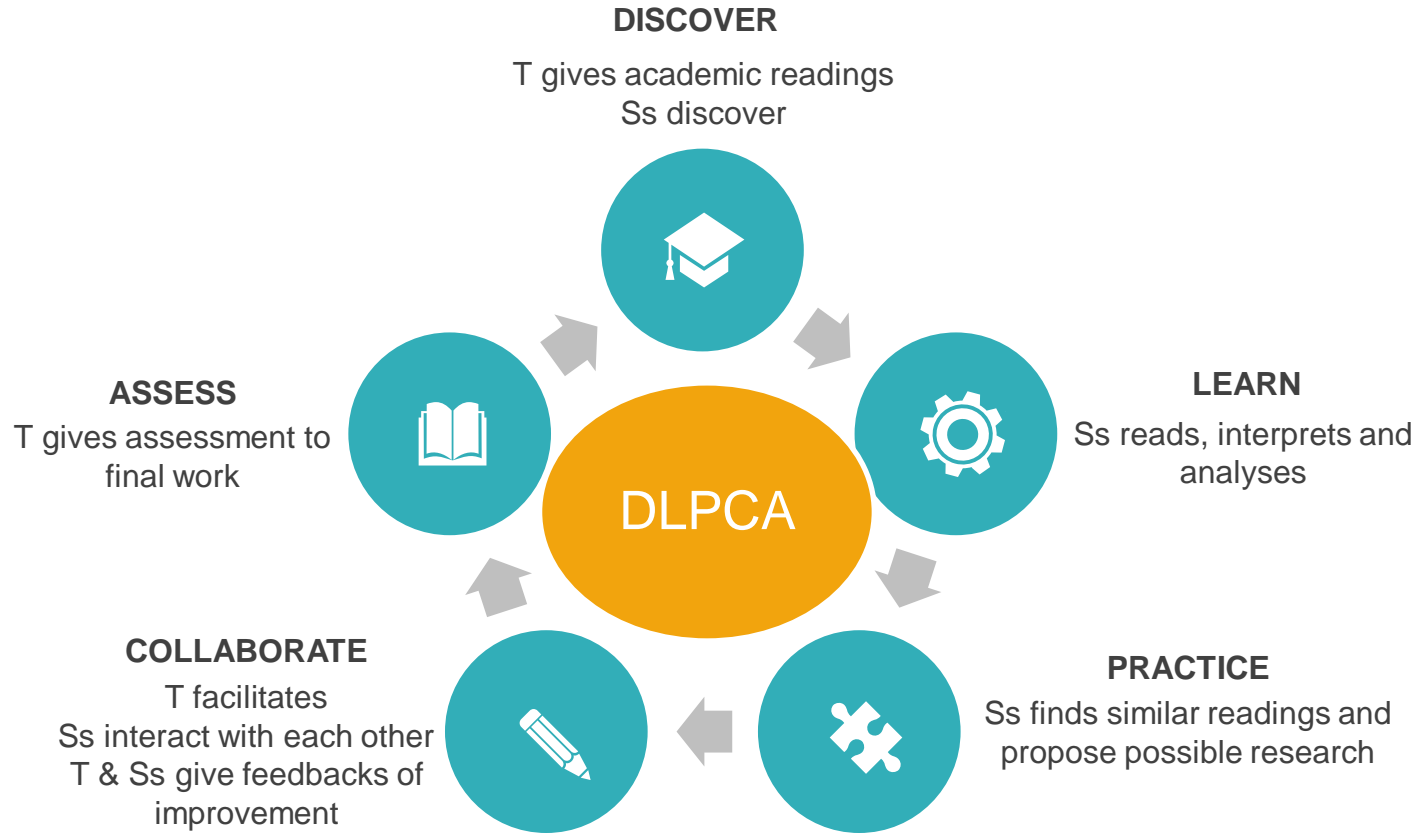




TRANSNATIONAL CULTURE:
the penetration of global cultural products that have crossed boundaries of countries.

the cultures are no longer enclosed to the local or national scope, but have penetrated the territory of other countries

CULTURAL HYBRIDITY: the blending of global and local cultures that results in a new culture, which is accepted by everyone:





DISCOVER

The teacher/ lecturer gives introductory academic readings about Popular Culture

In the DISCOVERY phase, the teacher not only gives out the syllabus, rules and module/ handbook for the class to use, but also gives an introduction by showing an academic reading about “what, why, and the characteristics of Popular Culture”

The students should then have an understanding on what is to be learned and the kinds of cooperation they are expected to do.

2020G2 80104170 POP CULTURE 1

Announcements

+ Add an activity or resource

+ 01 Introduction: syllabus, rules, module. What & Why Pop Culture 16 Mar 2021

PPT Meeting 1

Module meeting 1

LINE link
<https://line.me/R/ti/g/3T43ajD0C0>
Click also to see your ASSIGNMENT for next week.

Attendance 17 Mar 2021

Meeting ONE PC

+ Add an activity or resource

+ 02 Pop Culture's characteristics e.g. satisfaction, reflection, mindsets 24 Mar 2021

Module Meeting 2

Module 3 questions. Answers should be uploaded before 6PM, 31 March 2021

Attendance 24 Mar 2021

meeting TWO PC

What is it? ...History & Definition...

POPULAR CULTURE

includes beliefs, rituals, performances, art forms, lifestyle patterns, symbols, language, clothing, music, dance, and any other mode of human expressive, intellectual, and communicative behavior that is associated with a community during a particular period of time (Danesi, 2008, p.2)

1933 landmark:
A U.S. **roaring twenties** Broadway musical, **Running Wild** shows the Charleston dance
→ carefree, vulgarsexual

LISTEN: <https://youtu.be/DJm8gog9Ji4>

REFLECT: <https://www.youtube.com/watch?v=3U7nc7bwe4s>

19/10/45 MUHAMMAD TAUFAN PUTRA SAMUDRA: yes ma'am
58/19/98/2/4 EKAWATI M. DIKUT/Leo, Fida, Taufan ... good definitions
18/10/15 TRISOTRY ABELLITO: omg ma' ma
19/10/29 YOHANITA AYUNING BUDI: ma'am, Kari's laptop suddenly shut itself, she'll join the BBB soon

CHAPTER 8

THE SIGNIFICANCE, THE HOUSSE, AND THE MISCONCEPTIONS OF POPULAR CULTURE

A. The Significance of Studying Popular Culture

Pop culture is studied as it can become a valuable tool in aiding us to select cultural elements for research and at the same time, something on why and how to examine them. Students of pop culture often end their studies with conclusions which suggest that they have followed the advice of observing a lot just by watching rather than digging more deeply and ask WHY people choose one pop culture element over another. The study of pop culture is a complex QUEST FOR MEANING, not merely for facts or nostalgia or entertainment.

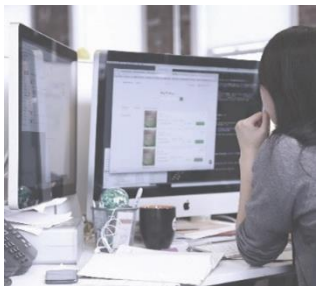
Although pop culture is increasingly accepted as a legitimate object for academic inquiry, educators still debate whether it should be studied or not. Some say that it would be more valuable to study the products of the High Culture drama plays that are written by William Shakespeare rather than the pop culture's cinema works directed by Steven Spielberg or novels written by J.K. Rowling. Similarly, it can be said that it is

QUESTIONS

1. Do you agree that Barbie has "done more than any other doll to turn girls into achievers" (paragraph 14)?
2. Do you think Leo's use of humor contributes to the effect of his essay?
3. According to Leo, what is the relationship between Barbie and Ken? Do you agree with Leo's ideas?
4. If you could give speech to Barbie, what would you have her say?

LEARN

Students read, interpret & analyze

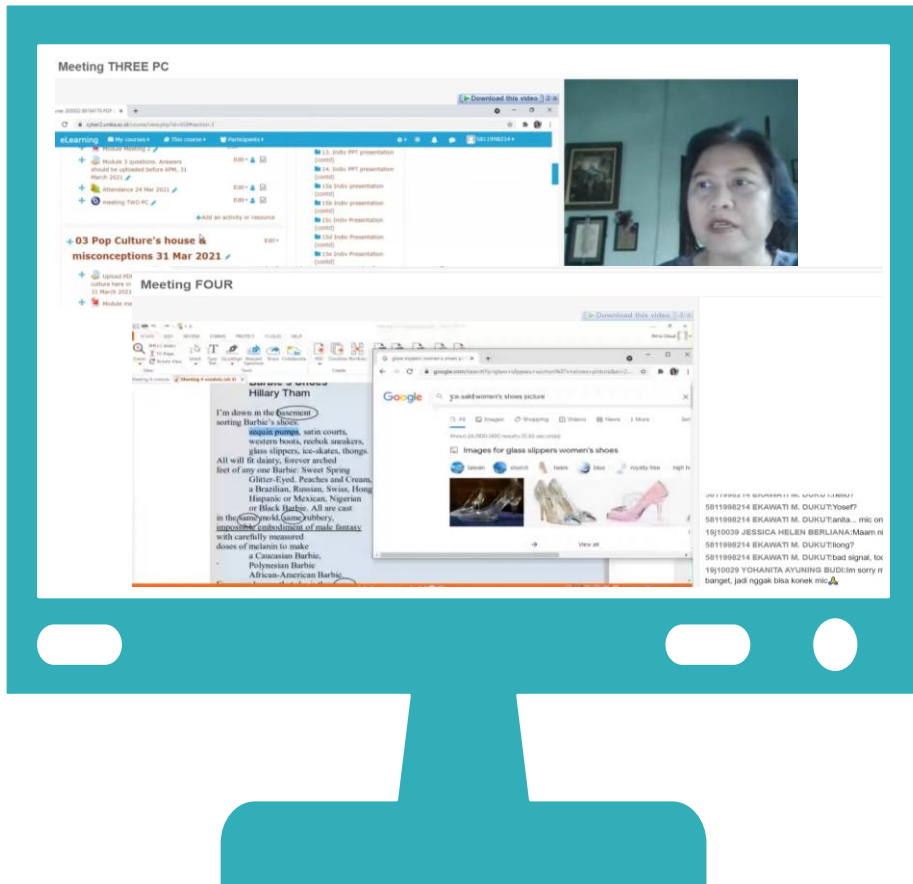


In the LEARNING phase, students are asked to read the materials given to them and asked about their understanding of the materials.

The teacher/ lecturer can ask students either individually or in groups, by having them read more closely certain paragraphs or phrases.

The students should have the strategy of skimming and scanning the reading material, so questions can be answered correctly.

To avoid boredom in the classroom, elaborations from teacher can be brought more lively by screen sharing additional information from Mr. Google's internet (pictures, journal articles, YouTube films, etc.). In doing so, it is important that the teacher would have his/ her camera on, to make students show a serious effort in participating the class.



+ 03 Pop Culture's house & misconceptions 31 Mar 2021

- Upload PDF articles on pop culture here in cyber BEFORE 6 pm 31 March 2021
- Module meeting 3
- GO BACK to meeting 2. Answer the questions from Module 2. Send your answers in MsWord file here, today
- Meeting THREE PC
- Attendance 31 Mar 2021

+ Add an activity or resource

+ 04 Reading & writing about Pop Culture e.g. Barbie 7 Apr 2021

- Module meeting 4
- Questions to "Barbie's shoes" poem
- Questions to "The Indignation of Barbie"
- Questions to "Seen through rose-tinted glass"
- Meeting FOUR
- Attendance 7 Apr 2021

+ Add an activity or resource

COLLABORATE

The teacher/ lecturer facilitates and students interact with each other by giving feedbacks of improvement

- QUESTIONS to In the shadow of an image
- QUESTIONS to Skin deep
- meeting 5 chat
- WATCH VIDEO: Jean Kilbourne & magazine advertisement
- TASK for popcul magz adv research
- Discuss Magz Adv

<https://images.app.goo.gl/eyttPocUxnBgW7z4A>

Making a COLLABORATION between students is the next phase.

Here, the teacher shows up detailed questions to particular readings, and give video lectures about a topic that supports the reading already given to students. This collaboration exercise via cyber chat or BBB breakout rooms among students will help them use their creativity and critical thinking to interpret and analyze the readings in a qualified manner.

meeting 5 chat

2020G2 80104170 1: meeting 5 chat - Google Chrome

cyber2.unika.ac.id/mod/chat/gui_ajax/index.php?id=44

youtube.com/watch?v=Uy8yLaoWvybk

JEAN KILBOURNE

https://www.youtube.com/watch?v=Uy8yLaoWvybk

Meeting FIVE PC

Public Chat

Room 1 (0)

Room 2 (4)

Messages

let's cooperate

read and discuss so you can the questions

ASSESS

The teacher/ lecturer evaluates students' final work



<https://images.app.goo.gl/zXbFt795nGRpxBbZ8>

+05 The Nature of Beauty + Skin Deep

- Module Meeting 5
- QUESTIONS to the nature of beauty
- QUESTIONS to one size does not fit all
- QUESTIONS to Masters of desire
- QUESTIONS to In the shadow of an Image
- QUESTIONS to Skin deep
- meeting 5 chat
- Attendance 14 Apr 2021

+Add an activity or resource

+06 A Popular Culture Research on Adverts

- WATCH VIDEO: Jean Kilbourne & magazine advertisement
- TASK for popcul magz adv research
- Discuss Magz Adv
- Module Meeting 6

Edit

Edit

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Learning My courses 1 This course 1 Participants 1

2020G2 80104170 POP CULTURE 1

Module 3 questions. Answers should be uploaded before 09:00 24 March 2021

1910005 TJAN, FLORENCIA ANGELA PARAMIT

Course: 2020G2 80104170 POP CULTURE 1
Assignment: Module 3 questions. Answers should be uploaded before 09:00, 24 March 2021

Grading action: Choose...

First name: [AB] A B C D E F G H I J K L M N
Surname: [123456789] A B C D E F G H I J K L M N

Submission

Submitted for grading
Not graded
Assignment was submitted 1 hour 25 mins early
Student can edit this submission
Pop Culture Assignment 1 - Tian, Florencia Angela Paramita - 19.11.0005.docx24 March 2021, 4:30 PM
Comments (0)

Select	User picture / Surname	Email address	Status	Grade	Edit	(submission)
<input type="checkbox"/>	1910004 JESUSILINE VALENCIA	1910004@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 5:38 PM
<input type="checkbox"/>	1910005 TJAN, FLORENCIA ANGELA PARAMIT	1910005@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 4:30 PM
<input type="checkbox"/>	1910006 ANGGIE YULYANITO PRASETYO	1910006@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 4:30 PM
<input type="checkbox"/>	1910010 RATERCIA STEFANIE PUTRI	1910010@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 4:30 PM
<input type="checkbox"/>	1910012 EVELYNA NOISE ADIKUSUMA	1910012@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 4:30 PM
<input type="checkbox"/>	1910015 TONYUS	1910015@student.unika.ac.id	Submitted for grading	Grade	0/0	Wednesday, 24 March 2021, 4:30 PM

Pop Culture

Tian, Florencia Angela Paramita 19.11.0005

ANSWER THESE QUESTIONS:

- How valuable is pop culture for research? Pop culture is valuable for research because it is about what we are and what we do. Culture helps people categorize and classify their experiences and define the world we live in. Many things should be learned and observed in studying culture. Culture is about "lar" and "biasa" about doing things.
- Is studying pop culture simple? Why? It's because every country has different cultures and sometimes there are also pop cultures that cannot be far more difficult and challenging than it may and mysterious phenomena.

Weights Max grade

Question	Weight	Max grade
Question in progress: Module 3 Questions: Pop Cul's house & interpretations	0.000	100.000
Questions to "Barber's shaver" poem	0.000	100.000
Questions to "The Indignation of Barber"	0.000	100.000
Questions to "Beer through nose cocktail glass"	0.000	100.000
QUESTIONS to the nature of beauty	0.000	100.000
QUESTIONS to one size does not fit all	0.000	100.000

at it's influences and surrounds in from we were culture from society. For example, we may see pop games we watch, video games we play, and maybe beliefs and values? not forming the cultural mindset. They are ideas selves. They exist in cultural mind and individual

Last but not least, is the ASSESSMENT phase.

The teacher can make use of cyber.unika.ac.id (Moodle's) system to upload Ms-Word assignments, multiple choice quiz, or questions given through a video or audio recording sessions – as forms of assessing how much the students have understood the lessons given. These kinds of exercises are usually taken up as daily assignments.

The Mid Test assessment can be in the form of uploading and presenting a PPT, and the Final Test is a 10-15 page academic paper about an agreed Popular Culture topic

Samples of Students' Work

cultural hybridity

CHARACTERISTIC OF POP CULTURE

POP CULTURE IS ABOUT SATISFACTION It is enjoyed by the masses.	POP CULTURE IS EASY TO OBTAIN Available almost everywhere	POP CULTURE IS REFLECTION OF SOCIETY Pop culture as reflective mirror	POP CULTURE'S PROMOTION ARE MANIPULATING Chasing after us to instill values and beliefs
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WHY COFFEE?



Gumulya & Helmi (2017)

CULTURE
Cafe in Indonesia adapt the culture of coffee from foreign country (Europe & Hokkian)

CHARACTER
Casual & Sociable. People can enjoy coffee in any situation.

SERVING
- Older Generation: Thick Black Coffee + Sugar
- Young Generation: Latte, Cappucino, etc




Fauzi, Ahmad and team (2012)

COFFEE SHOP
is a place to socialize and actualize community lifestyle

TARGET MARKET
Young generation and executives

Factors



CONVENIENT

- A place to build social status
- Hang out in a cafe can increase their status
- Facilities: Wi-Fi, charging station

MEDIA FOR ACTUALIZATION

- Updating status (social media)
- Posting in social media



COFFEE CONSUMPTION (INDONESIA)
4.8 million bags (2019)
1 bag = 60 kg

VARIETY OF PRODUCTS

- RTD
- Roast & Ground Coffee
- Instant Coffee

ENJOYED BY INDONESIAN

- Young Generation
- Muslim population
- Trend

COFFEE IS ENJOYED BY THE MASSES

ANALYSIS

Korean Drama is a drama series performed and made by Koreans. Nowadays, Korean drama play important role in the Hallyu (Korea Wave) phenomenon and also the number one export broadcasting system of Korea (Statistik T.J. Uluka, 2019). Korean Drama is one of the main fact in Korean Wave worldwide now.

What is Korean Drama?

CHARACTERISTICS OF KOREAN DRAMA AS POP CULTURE

About Satisfaction

K-Drama has the power to shares emotions and very much enjoyed by the viewers.

Easy to Obtain

K-Dramas are available on many streaming platforms and internet on a paid subscription basis and there are some in free basis.

Reflection of Society

K-Drama is arguably a mirror of society because many of K-Drama's plot is created by reflection of the society in real life.

SURVEY AND THE RESULTS

RESPONDENT

Male = 42.8%
Female = 57.1%

Watch or Not

Watch = 82.8%
Not = 17.1%

Like or Don't

Like = 75.7%
Don't = 24.3%

Wish to visit Korea after watching

Yes = 67.1%
No = 32.8%

Will buy K-products after watching

Yes = 71.4%
No = 28.5%

Reason to like watching

No reason = 75.7%
Other = 24.3%

Desire to learn K-language after watching

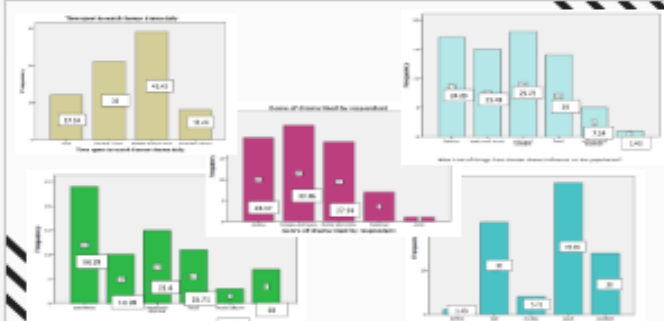
Yes = 54.2%
No = 45.7%

Like to try & enjoy K-food after watching

Yes = 87.1%
No = 12.8%

Like to understand K-culture after watching

Yes = 75.7%
No = 24.3%



Therefore,

as what we know, the characteristics of **Pop Culture** are also about satisfaction, easy to obtain, and reflection of society. Thus, *Korean Drama is a Pop Culture.*

2019 GLOBAL K-POP MAP

THE MOST LIKED K-POP SONGS



HOW THE SOCIETY CONSTRUCTED IT

"INDONESIA'S HIGH ENTHUSIASM IN LIKING KPOP"

HOW THE SOCIETY CONSTRUCTED IT



"THE EMERGENCE OF MANY BUSINESSES RELATED TO SOUTH KOREA IN INDONESIA"

HOW THE SOCIETY CONSTRUCTED IT

Korean's Makeup



Indonesia's Makeup



HOW THE SOCIETY CONSTRUCTED IT



- ❖ The acculturation of Japanese Fashion Culture and Indonesian fashion culture in Harajuku and Batik creations which then popularized by the term Harajutik with potential to developed in Indonesia's creative industry. Harajutik is a combination of Harajuku style and Batik creations, so Batik is not left behind with the development of a foreign culture that enters Indonesia.
- ❖ The concept of street fashion becomes creative and innovative.



McDonald's Burger is a Pop Culture

McDonald's burger is a kind of pop culture because it is accepted and enjoyed by the wider community.

McDonald's burger is readily available for people who do not have much time to prepare their food.

McDonald's burgers also influence the emergence of burgers made from authentic Indonesian food, for instance *burger tempe*.



(Dukut, 2018, p. 9)
(Herminingrum, 2020, p. 6)

The Influence of McDonald's Existence in Indonesia

1. The emergence of Mister Burger outlets inspired by McDonald's burgers.
2. In addition, McDonald's also presents several menus that are appropriate to the country where the outlets are established. McDonald's presents a menu of nasi uduk, soup, and chicken porridge.

(Herminingrum, 2020, p. 2)



BURGER TEMPE

Indonesian cuisine is offered in a new form that represents invention and innovation, that is *Burger Tempe*.

Indonesian traditional food also undergo a transformation. The traditional food sellers begin developing their creative ideas to make *Burger Tempe*. The appearance of this *Burger Tempe* still resembles a popular burger - a blend of local-global food.

(Herminingrum, 2020, p. 5)



CONCLUSION

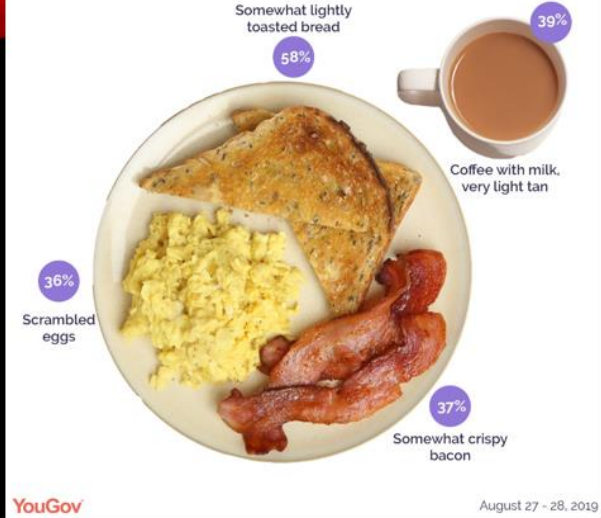
Popular culture continues to increase and is always involved in people's lives, it cannot be separated from life. Besides to meet the satisfaction and needs of connoisseurs, popular culture also provides innovation to local food sellers to develop their creativity combining food from abroad with local food. Local-global mixed foods produce new food products that can attract people's interest.



CULTURAL HYBRIDITY IN INDONESIAN BREAKFAST

This is America's ideal breakfast platter of bacon, eggs and toast

Based off the most popular answers on how US adults like the following foods and beverages: coffee, toast, bacon, and eggs (%)



A traditional nasi goreng with sunny side eggs and hot tea PLUS a fruit bowl salad and a glass of orange juice



AMERICAN VS INDOONESIAN
SUPERHEROES

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Samples of Students' Work

POP CULTURE

A Popular Culture Research on Adverts

impact could be seen in increased trade. In other words, this effect could be seen in the increased identification of the brand between different metrics.

There are so many format of advertisement to be choose. Mobile advertising is the most common effective advertisement formats. This is because, nowadays everyone uses mobile phone as a part of their life. Then the impression in the mobile advertising is can be said have promising audience. It is an effective way to reach so many audiences. The other formats of advertisement are banner ads, interstitial ads or expandable ads, native ads, video ads, playable ads, until ads and adjust or an adjust tracker URL.

III. THE RELATION BETWEEN POP CULTURE AND ADVERTISEMENT

Advertisement is usually spread through mass culture. The example of mass culture are movies, television, radio, magazines, books, popular music and else. Like popular culture, mass culture is also the culture communicated through the print, likewise electronic media (Dukat, 2018, p. 9). As like what informed earlier, we can conclude that advertisement goals are to reach as many as possible the audience or the public than let them know or promoting some certain products. Therefore, through the mass culture, advertisement is wide spread to reach as many as possible of peoples, even could reach the worldwide. From there, it can be said that advertisement is a pop culture product. Thus, the relation between the pop culture and advertisement is advertisement is one of pop culture's product.

IV. BEAUTY STANDARD

Being beauty is every women dreams. However, with the pop culture, beauty have got the standard itself. The standard could be good but also could be bad. Some of the effects from beauty standard are on how peoples competing to find every possible way to achieve the desired beauty standards, even by justifying any kind of method and spending a lot of money just for it. Beauty standard is various. From the "body-shape" beauty standard, fashion style, makeup looks and else. The extreme things people ever do to realize the desired beauty standards are doing excessive 'unhealthy' diets, until the plastic surgery.

Another way for women to assume that they can conform by such requirements is with the use of make-up. Like other trends, makeup fads are constantly evolving. With the popular culture, over past one hundred years, public change the standard on what the ideal makeup looks every people favorite were. Therefore, the ideal makeup looks for over one hundred years is have some significant differences. For example, in the United State around in 1919, the ideal face of makeup was inspired by Hollywood.

POP CULTURE

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(Source: Hulton Archive/ Stringer/ Getty Images)

FIGURE 1: Actress and producer Norma Talmadge applies lipstick in 1919

The early day of the cosmetics history, around 1900 and 1919, makeup was worn only by the movie stars or the musicians or the celebrities. According to Wikipedia, Max Factor founded his own beauty lab in 1909 to create products for the stars, and the first metal-tube of lipstick was invented in 1915. Across the decade, women who wore makeup preferred pale, powdery skin as well as stained lips.



(Source: Underwood Achieves/ Getty Images)

FIGURE 2: Actress Helene Chadwick wears a sharp lip shape in the 1920s

Then, in the 1920s, lips have been the major focus of whole looks of beauty. The makeup trends from that time still reflect on the Hollywood movie stars' makeup style. Thus, the face powder and cream-ruby compacts were the popular makeup items. According someone who researches the history of fashion, those products helped women to have natural looks but at the same time it also reflects the Hollywood style as well. That's why the product is becoming the favorite products at the time. However, the ideal face of makeup looks in the 1920s was never complete without the red lipstick. The red lipstick

THE ANALYSIS

I. KOREAN DRAMA AS A POP CULTURE

Korean Drama is a drama series produced, presented, and made by the Koreans. Nowadays, Korean drama plays an important role in the *Hallyu* (Korea Wave) phenomenon and also the number one export broadcasting system of Korea (Ibrahim T. I. Ukk, 2019). Korean Drama is one of the main fads in Korean Wave worldwide now. Therefore, Korean drama also has characteristics. There are three characteristics of Korean drama. The first one is about satisfaction. This characteristic means Korean drama has the power to share emotions and very much enjoyed by the viewers. The second characteristics are easy to obtain. This characteristic means Korean drama are easy to obtain. Korean dramas are available on many streaming platforms and the internet on a paid subscription basis and there are some on a free basis. The third characteristics are the reflection of society. This is because Korean drama is arguably a mirror of society. Many of Korean drama's plot is created by the reflection of the society in real life. Therefore, as being explained earlier that the characteristics of pop culture are also about satisfaction, easy to obtain, and reflection of society. Thus, Korean drama is pop culture.

POP CULTURE

Korean Drama Influences in Indonesia as Pop Culture

desire to learn Korean language after watching Korean drama with 54,29% and 43,71% who stated not desire to learn. In the next questions most of the respondents with 87,14% are like to try and enjoy Korean food after watching Korean drama. Then there are 12,86% who stated no to try and enjoy Korean food after watching Korean drama. Around 75% respondents stated to like to understand Korean culture after watching Korean drama and the rest which are around 25% stated the opposite.

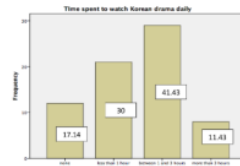


FIGURE 1: The result of the survey on the question "Time spent to watch Korean drama daily"

The graph above is the result of the survey on the question "Time spent to watch Korean drama in daily basis" of respondent. As can be seen in the graph picture above, more than 41,43%

questions are the reason to like watching Korean dramas, next, are the questions after they watching Korean dramas, such as whether they will buy Korean products, wish to visit Korea, desire to learn the Korean language, like to try and enjoy the Korean food, and whether they like to understand the Korean culture after watching the Korean dramas. The other questions are the time spent to watch Korean drama daily, the genre of Korean dramas that are liked by the respondent, the kinds of thing from Korean drama influence on the population, the kinds of Korean products that the population influences, and the general opinion on Korea from the population.

The results of the survey are there are 42,85% for male respondents and 57,14% for female respondents. Hence, it means that there are around 30 male students and 40 female students that are participated in a respondent in this survey. Then, most of respondents are watching the Korean drama with 42,86%. There are 17,14% for the respondent who not watching the Korean drama. From who watch it, 75,71% stated they are like Korean drama. The rest which are 24,3% stated that they do not like the Korean drama. There are 67,14% who are wish to visit Korea after watching the Korean drama. Then there are 32,86% who stated not wishing to visit South Korea. There are 71,43% respondents who will buy Korean product after watching Korean drama and 28,57% respondents stated not willing to buy the Korean product after watching Korean drama. In the question of reason to like watching Korean drama, 75,71% of respondent stated that there is no reason to like watching Korean drama and 24,3% stated other reasons. More than half respondents are

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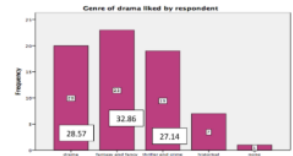


FIGURE 2: The result of the survey on the question "Genre of drama that liked by the respondent"

The second multiple question is the question of the genre of Korean drama that liked by the respondent. From the graph picture above, as can be seen, the most favorite genre of Korean drama that liked by the respondent is the "fantasy and fancy" with 32,86%. Then the second rank of the favorite genre of Korean drama that liked by the respondent is genre "drama" with 28,57%. Next is the "thriller and crime" genre of Korean drama that liked by 27,14% respondent. The "historical" genre of Korean drama is liked by the respondent with percentage 0%. Then the rest of respondents which the percentage are 1,43% stated that there is none kind of genre of Korean drama that liked.

II. THE EMERGENCE OF MANY BUSINESSES RELATED TO SOUTH KOREA IN INDONESIA

The influence of Korean drama makes Indonesian people enthusiastically accept Korean culture, including their lifestyle. Thus, it can be said that Korean lifestyle such as K-pop, K-food, K-beauty, to K-culture are the result of the influence of Korean drama. The news headline is one of the evidence that K-Drama does indeed influence Indonesian people. As what this headline state, that K-Wave Impacts K-beauty and food sales in Indonesia. There are so many businesses related to Korea in various types of sectors in Indonesia.



Korean Wave Impacts Korean Skincare and Food Sales in Indonesia

FIGURE 7: The News Headline of 'Korean Wave Impacts Korean Skincare and Food Sales in Indonesia'

(Source: Korean Wave Impacts Korean Skincare and Food Sales in Indonesia. (2020). Korean Wave Impacts

POP CULTURE

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Inspirasi Hanbok Korea Pada Busana Muslim

FIGURE 9: The picture and the News Headline of 'Korean Hanbok Inspiration on Muslim Fashion'

POP CULTURE

Korean Drama Influences in Indonesia as Pop Culture



FIGURE 10: The picture of Korean Hanbok with Indonesian Batik Motif

(Source: D. G. (2017, September). Desain Batik-Hanbok Jadi Ambahan Unik Antara Indonesia-Korea Selatan. Retrieved June 26, 2020, from https://www.bekas.id/article/2017/09/29/14_11672.html)

inspiration to make new products. For example, in the makeup which are the lip products, in Korea there are brands named *Iminfree* and *Lily Ry Red* which produces the lip-tint and lip-cream. In Indonesia, there are brands like *Emina* and *Wardah* which produces similar kinds of lip-tint and lip-cream. The skincare products such as sheet mask can be another examples. *Tony Moly* is the example of Korean brands that produce the sheet mask. Then in Indonesia there is brand named *Ariul* which using the Korean beauty technology to produce the sheet mask. Another beauty's sector is outfit or style. For example is the Korean traditional clothes called *Hanbok*. There are so many *Hanbok* rental place and *Hanbok*-inspired outfit in Indonesia right now.



Korean-inspired modest wear brand Sayee launches in Indonesia

Source: <https://www.okezone.com/read/2020/07/26/101/1172464>

FIGURE 8: The picture and the News Headline of 'Korean-inspired modest wear brand Sayee launches in Indonesia'

(Source: Korean-inspired modest wear brand Sayee launches in Indonesia. (2020, July 26). Korean-inspired Modest Wear Brand Sayee Launches in Indonesia. Retrieved June 26, 2020, from <https://www.okezone.com/read/2020/07/26/101/1172464/korean-inspired-modest-wear-brand-sayee-launches-in-indonesia.html>)

cultural hybridity

Conclusion

“ Transnational culture → Cultural hybridity → DLPCA ”



Critical, creative, innovative students



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