

Selected Proceedings of the International Conference: DRAL 2 / ILA 2014

Contents

DRAL II papers	
How I learned to stop empiricising and love my intuitions <i>Dougal Graham</i>	1
Conducting reflexive ethnography on three novice English teachers in Japan: its impact on the researcher and the researched <i>James M Hall</i>	11
We live in the same world: A corpus-based study investigated through “transgender” <i>Pimrapee Kasemcharoenwong</i>	27
Choosing venues for publishing research: A Thai perspective <i>Richard Watson Todd</i>	37
Blueprints or conduits? Using an automated tool for text analysis <i>Stuart G. Towns and Richard Watson Todd</i>	53
A content analysis of Thai master’s theses in ELT from 2003 to 2011 <i>Walayaporn Chaiyasook and Woravut Jaroongkhongdach</i>	64
Understanding central tendency <i>Wannapa Trakulkasemsuk</i>	75
Definitions in applied linguistics research <i>Woravut Jaroongkhongdach</i>	84
ILA papers	
Independent learning through the use of data driven learning <i>Amin Dehghan and Pornapit Darasawang</i>	96
The professional identity of SALL practitioners <i>David Gardner and Lindsay Miller</i>	106
The self-access center as a social landscape: The case of a Mexican self-access center <i>María del Rocío Domínguez Gaona, Myriam Romero Monteverde, and Jitka Crhová</i>	115
Promoting learner autonomy: A qualitative study on EFL teachers’ perceptions and their teaching practices <i>Tham M. Duong and Sirinthorn Seepho</i>	129

CD Proceedings of the International Conference: DRAL 2 / ILA 2014

Contents

DRAL II papers	
Math is like...because...: A metaphor analysis of Filipino students' perceptions of mathematical operations <i>Paolo Nino Valdez and Jessy Villorente-Saulo</i>	138
Using repertory grid interview to investigate teachers' beliefs about feedback on writing <i>Parinda Jantori, Saowaluck Tepsuriwong, and Pornapit Darasawang</i>	145
Picking the ripe cherry: Extract selection in qualitative research <i>Stephen Louw, Richard Watson Todd, and Pattamawan Jimarkon</i>	155
Issus in coherence in narrative discourse of Schizophrenic speakers <i>Thitirat Raklao</i>	170
ILA papers	
Promoting self-regulation: A dialogic approach for trainees of A B.A. in TEFL <i>Imelda Zorro</i>	187
Metacognition development in EFL learners in conversation sessions at a Self-Access Centre in Mexico <i>Ma. De Lourdes Rico Cruz</i>	205
Promoting assessment for learning by using self-assessment in an ESP course <i>Sasikarn Howchatturat</i>	214