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Part I Conference Schedule

Time: October 28-30, 2022
Location: Kunming Jin Jiang Hotel
 昆明锦江大酒店

Date	Time	Location: Lobby, 1st floor	
Oct. 28	14:00-17:00	Registration	
Date	Time	Location: TBD	Location: TBD
Oct. 29	08:30-12:00	Education Keynote Speech Session 1 Prof. Yang Lee, Dr. Maria Martinez Lirola, Dr. Thomas E. Ricks, Prof. João Veloso, Dr. Azadeh Nemat Chair: TBD Group Photo & Coffee Break: 09:50-10:00	Management Keynote Speech Session 1 Prof. Avanidhar Subrahmanyam, Prof. Hang (Robin) Luo, Dr. Diego Monferrer Tirado, Dr. Jenny Gibb, Prof. Jiri Strouhal Chair: TBD Group Photo & Coffee Break: 09:50-10:00
	12:00-13:30	Lunch	TBD
Date	Time	Location: TBD	Location: TBD
Oct. 29	14:00-18:00	Education Keynote Speech Session 2 Dr. Andi Asrifan, Prof. Luís Miguel Oliveira Barros Cardoso, Dr. Loc Nguyen, Dr. Azlin Zaiti Zainal, Dr. Aysun Dogutas, Dr. Lamhot Naibaho Chair: TBD Group Photo & Coffee Break: 16:00-16:10	Management Keynote Speech Session 2 Prof. Nadeem Malik, Dr. Ali Reza Afshari, Prof. Dr. Md. Mamun Habib, Dr. Norhayati Zakuan, Dr. Abdul Manaf Bohari, Prof. Nidal Rashid Sabri Chair: TBD Group Photo & Coffee Break: 16:00-16:10
	18:00-19:30	Dinner	TBD
Date	Time	Location: TBD	Location: TBD
Oct. 30	08:30-12:00	Education Technical Session Chair: TBD Group Photo & Coffee Break: 10:00-10:20	Management Technical Session Chair: TBD Group Photo & Coffee Break: 10:00-10:20
	12:00-13:30	Lunch	TBD

Part II Keynote Speech

Education: Keynote Speech Session 1

Keynote Speech 1: Two Dimensional Orthography as Phonological and Morphological

Speaker: Prof. Yang Lee, Haskins Lab., Yale University, ROK

Time: 08:30-09:10, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

The differences of writing systems influence the processing of the languages in question. Word recognition constrained by writing systems has been explained by various theories. **This study purposed** to compare two theories, the one dimensional orthography (ODO) and the two dimensional orthography of phonology and morphology (TDO). **By reviewing** the recognition processes of Korean, Chinese, and English words. The ODO predicted that the phonological effect in a lexical task and the morphological effect in a naming task are exclusive across the various writing systems. However, the TDO predicted that the two effects are simultaneous in a writing system. The above predictions are reasoned by the grapheme – phoneme decoding route and the morphological intrusion in word recognition. In conclusion, either of the phonological orthography or morphological one has no reality of psychology so to reject ODO, but both of them in a language system are reasonable to support TDO. **This study suggested** that TDO is more developed than ODO for theories to evaluate a writing system, criticizing the prejudice that the phonological orthography is better than the morphological one to regard ODO.

Keywords: One dimensional orthography (ODO), Two dimensional orthography(TDO). Phonology, Morphology, Grapheme – phoneme decoding, Morphological intrusion.

Keynote Speech 2: The suitability of social networks at tertiary education: the use of Facebook in English classes to improve academic writing and to acquire social competences [video]

Speaker: Dr. Maria Martinez Lirola, University of Alicante, Spain

Time: 09:10-09:50, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Technology in general and social media in particular have influenced the way languages are learned in the last decades. In fact, blending technology with language instruction has been necessary during the Covid 19 pandemic so that teaching could continue thanks to digital environments. This article offers a proposal for integrating the social network Facebook into an English as a Foreign Language (EFL) classroom in tertiary education. The main objectives of this article are the following: To offer a pedagogical proposal so that students can develop written skills and grammar at the same time that they acquire social competences using Facebook. Once students had used Facebook during the teaching-learning process, it was considered important to know if students had benefited from this social network. In this sense, the second objective was to know students' opinions about the use of Facebook and the main social competences that they have acquired while using this social network in the teaching-learning process. Every week, one group of students was in charge of posting the discussion topic and the questions based on the topic of the oral presentation in Facebook. The discussions in the Facebook environment were confined during the lessons and outside classroom time. The teacher revised students' posts weakly and prepared a list with the main grammatical mistakes found in the posts. Next, the teacher revised the grammatical mistakes in the next grammar class and asked students to revise the grammar associated with them. Thus, the pedagogical proposal established a relationship between using Facebook to motivate students to write and to reflect on global social topics associated with the oral presentations they had to prepare every week. In this sense, writing was combined with other skills and with the revision of grammar at the same time that both contributed to promoting the acquisition of social competences.

The methodology is mainly qualitative-descriptive although some quantitative data is offered with the results of a questionnaire students completed. The data were collected through students' posts in the Facebook discussions and a questionnaire. The findings reveal the main grammar mistakes observed in students in the Facebook discussions and how Facebook is an appropriate social network for the participation of students in cooperative discussions on social topics and for the acquisition of social competences such as cooperation or communication. The results of the questionnaire show that students have a positive opinion about practicing the written skill in Facebook and they are aware that, apart from learning English, they also acquire social competences.

Keywords: English Language online Teaching, Social Networks; Facebook Group; writing skill; social competences.

Keynote Speech 3: Understanding and Modifying Educational Systems as a Key to Successful Reform [video]

Speaker: Dr. Thomas E. Ricks, Louisiana State University, USA

Time: 10:00-10:40, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Education is very resistant to reform. Despite billions in educational expenditures and decades in time, energy, and effort, most nation-states demonstrate only marginal educational improvements (such as those measured by international assessments, e.g., TIMSS, PIRLS, PISA, etc.). Even worse, many nations show decreases in educational capacity in certain subgroups with each new generation of students—a bizarre contradiction because reform should be improving students' educational outcomes. Social systems theory—in particular complexity science (which examines super-systemic phenomena arising out of the interactions of the system's sub-components)—proffer an important key to understanding this seeming paradox. From the powerful theoretical perspective of complexity science, overlapping, nested, multivariate educational systems are identified and can be portrayed as actual living organisms that care about their own survival, interact in productive manners with their larger environments, and manifest intelligent adaptation to challenges. It should come as no surprise then, that educational systems react—sometimes harshly—to outside pressures attempting to change the systems to conform to uncomfortable new requirements. This research report summarizes our latest thinking about several ongoing research studies investigating ways to categorize, understand,—and possibly control—educational systems. In particular, we theorize that successful (i.e., both effective and long-lasting) educational reform only occurs when the educational systems involved integrate intelligent (i.e., purposeful) change into their super-systemic life patterns. We give examples from Chinese, Japanese, and US educational reform, and conclude with concrete recommendations for improving nation-states' educational systems and directions for future research.

Keynote Speech 4: SOME CHALLENGES OF PORTUGUESE LEARNERS OF CHINESE

Speaker: Prof. João Veloso, Faculty of Arts and Humanities, University of Macau, China

Time: 10:40-11:20, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Previous literature has focused very intensively on the issues related to learning

Portuguese as a Foreign Language by speakers of Chinese as L1 (see, among many others: Oliveira & Rato 2019; Oliveira 2020; Zhou 2021; ...).

Contrastingly, though, few research on the inverse relation has been conducted so far: what are the main challenges that a native speaker of Portuguese faces when s/he is acquiring Chinese?

This will be the central question of my talk, for which I will take into consideration: (1) my background as a researcher of Linguistics with some previous experience in supervising research on L1 and L2 acquisition; (2) my condition as a native speaker of Portuguese; and (3) my personal account as a recent, adult learner of Chinese (at the Confucius Institute of the University of Porto, Portugal).

The specific issues that will be discussed in this talk are as follows.

1 - Observing how a speaker of a language with a rich morphological system, like Portuguese, learns a non-inflectional grammar (like Chinese) may lead us to a very well know question of Linguistic Theory (see, e.g.: Joseph & Newmeyer 2012): are all grammars indeed equally complex? Freeing ourselves from the Inflectional Languages-centered point of view, we should observe that languages like Chinese, not having formal properties like inflection or strong agreement constraints, obey to other complex rules that can be problematic for speakers of unrelated languages: strict word-order, the system of measure words, tonal phonology, the contextual meaning of words and phrases and the compositional structure of “complex associative words” (Mai et al. 2019) have no direct equivalents in Portuguese and in Indo-European languages in general. Thus, this kind of rules and structures can be potentially challenging for the learners of Chinese who have those languages as their mother tongues. We are not assuming the naïve understanding of “old” theories of second language learning (such as Lado’s (1957) Contrastive Analysis Hypothesis); however, we have to admit that language learning tasks always involve the comparison of different inputs from different languages the learner is familiar with, as admitted, in the field of phonological development theories, by all the versions of “Interlanguage Grammar Development” following Selinker’s (1972) initial proposals.

Therefore, we shall have a look on the difficulties/challenges that could possibly arise from the contact of a native speaker of a language such as Portuguese with linguistic properties of Chinese such as strict word order, tonal phonology, measure words, contextual meaning and word compositionality when learning the language.

2 - The second question of my talk will be the building, processing and having access to the theoretical representation of words. As it is highlighted by many previous studies, lexical representations are primarily based on phonetic input. In the case of adult learners of foreign languages, lexical representations are often mediated by the knowledge of written forms. This aspect is particularly significant in this presentation, since some previous research of mine has insisted on the relationship between phonological representations and orthography (Veloso 2007; 2008; 2019; 2020; 2022).

In the case of Chinese, in fact, access to lexical representation recruits the association of a phonetic form with a semantic representation, a grammatical specification and two written forms: phonetically-alphabetically motivated Pinyin and non-alphabetical, phonetically unrelated Hanzi. As for the latter, we should bear in mind research results showing that ideographic characters do play an

important role in language processing among literate native speakers of Chinese, for instance as far as homophone disambiguation concerned (Li et al. (Eds., 2002), especially Miller (2002) and Nagy et al. (2002)). Building and accessing lexical representations of words on the basis of such a complex bound of processing cues (combining speech perception and articulation, auditory and visual processing, cognitive and linguistic mechanisms of processing and storing different-level information) demand a cognitive-linguistic effort that will also be discussed in this presentation.

As indicated before, the reflections that will be presented and discussed here will be analyzed on the basis of theoretical and empirical results of previous research in tandem with the author's own experience as an adult learner of Chinese as a Foreign Language who also is inevitably biased by his particular condition of being a linguist, too. Therefore, this presentation is not to be seen as a "typically academic" talk. From a more theoretical perspective, the main objective of the reflections to be offered has basically to do with how this kind of reflection can lead us to a better reassessment of some established views of Theoretical Linguistics. In the case of this presentation such views correspond fundamentally to the language complexity issue, by the one hand, and, by the other hand, to the importance of written forms for building, processing and storing lexical/phonological representations. As far as the latter aspect is particularly concerned, we shall bear in mind that, according to the most basic tenets of Linguistic Theory, mostly within the "Western tradition", writing is conceived of as a non-intrinsically linguistic object. This has been the view on this subject since the "founding fathers" of modern European Linguistics (Saussure 1916; Jespersen 1924). Contrastingly, as highlighted by Coulmas(2003), Daniels (2010) and others, the Eastern grammatical tradition (as it is the case of Chinese Grammar) has ever since considered writing as a central part of grammar and the written forms as linguistic objects *per se*.

In our view, looking at the way Portuguese learners of Chinese incorporate the written representations in their lexical knowledge of Chinese can also bring a better understanding of this specific topic.

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Keynote Speech 5: Can Concordle help students to improve reading skills and learning vocabulary? **[video]**

Speaker: Dr. Azadeh Nemati, Islamic Azad University, Jahrom, Iran

Time: 11:20-12:00, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

This study was based on corpus linguistics. To do this corpus based study the first 5 units of the book “concepts and comments” typed and submitted to concordle software online program. The output was shown in the form of word clouding and concordancing. The participants were 270 general English students of Islamic Azad University, Jahrom branch which randomly served in control and experimental groups. Word

clouding was used in the experimental groups to find main idea and concordancing was used to teach vocabulary as well as reading comprehension skill. While in the control group this intervention was not available and the students did not have access to word clouding and concordancing. Each session test of reading comprehension and vocabulary conducted at the end for both groups. The result of repeated measure ANOVA for five exams revealed that though both groups improved from the first exam to the fifth, this improvement was significant for experimental group. In other words control and experimental groups performed differently in each exam in favor of experimental group. This means that concordancing had a positive effect on finding main idea, reading skill and vocabulary learning after a repeated time.

Education: Keynote Speech Session 2

Keynote Speech 6: TBD **[video]**

Speaker: Dr. Andi Asrifan, Muhammadiyah University of Sidenreng Rappang, Indonesia

Time: 14:00-14:40, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Keynote Speech 7: TBD **[video]**

Speaker: Prof. Luís Miguel Oliveira Barros Cardoso

Time: 14:40-15:20, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Keynote Speech 8: Teacher professional learning to enhance ESL/EFL teachers' pronunciation pedagogy [\[video\]](#)

Speaker: Dr. Loc Nguyen, School of Foreign Languages, UEH University, Ho Chi Minh City, Vietnam

Time: 15:20-16:00, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Recent research has shown that many ESL/EFL teachers overlooked explicit pronunciation teaching in their English classes and that their pronunciation teaching was ad hoc, usually in response to individual learners' pronunciation errors through recasts and/or prompts. This body of work has also demonstrated a lack of initial training and professional learning opportunities in pronunciation pedagogy leading to the teachers being unconfident teaching pronunciation. Although leading scholars of the field have argued for the facilitative role of professional learning to teachers' pronunciation pedagogy, limited research has been done to describe and understand how teachers translate into practice the pronunciation pedagogy knowledge they receive from professional learning activities. In this talk, I will reflect on my four years doing research at Victoria University of Wellington New Zealand, which led to my PhD degree in Applied Linguistics and five articles published in peer-reviewed journals. First, I will describe what motivated me to do my PhD in New Zealand. Then, I will present how I designed and conducted my research, discuss the main findings from each of the two phases of the project, and outline the way in which the phase 1 findings informed a teacher professional learning intervention which was carried out in phase 2 of the research. Finally, I will conclude by discussing the limitations and directions for future research.

Keynote Speech 9: Exploring the role of critical language awareness approach in teaching L2 academic writing [\[video\]](#)

Speaker: Dr. Azlin Zaiti Zainal, Faculty of Languages and Linguistics, Universiti Malaya, Kuala Lumpur, Malaysia

Time: 16:10-16:50, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

The implementation of the Critical Language Awareness (CLA) approach as a pedagogical strategy in second language (L2) writing classrooms essentially espouses teachers' values and beliefs on appropriate academic registers. In this presentation, the role of CLA pedagogy in an academic writing course will be explained. I will demonstrate how instructor values are embedded in the delivery of the course and how students are empowered to develop their

voices and rhetorical style through instructor and peer feedback. In addition, I will also explain the potential of CLA to promote students' agency in making their linguistic choices in producing their academic essay. Apart from raising students' awareness of the formal components of academic writing, the CLA approach can be applied to engage students in a dialogue that prompt them to critically review their academic writing expressions and to encourage them to develop their own voice and style. This dialogue can be supported with the use of technology and online collaborative tools. I will explain the application of the CLA approach through a two-pronged analysis of 1) the values embedded in the feedback given by the instructor to learners' drafts and 2) how students utilize instructor feedback in revising their writing to produce an academic paper. I will illustrate how instructor values were mediated through feedback and how student values emerged through their revision of their drafts based on instructor feedback. This presentation will conclude that teachers' beliefs and values have an important role to play in the implementation of the CLA pedagogy. Teachers' beliefs and values as articulated in feedback can influence students' linguistic awareness in academic writing. CLA pedagogy can also promote student agency as it facilitates students' critical understanding of the academic writing genre. Finally, this presentation will outline the implications on the design of CLA-oriented courses in the L2 academic writing context.

Keynote Speech 10: SOCIOLOGICAL INFLUENCES ON ADDICTION: CULTURE AND ETHNICITY [video]

Speaker: Dr. Aysun Dogutas, Pamukkale University, Turkey

Time: 16:50-17:30, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

There is a world wide consensus that all kinds of addiction is on rise around the world. There are many types of addiction such as drug, alcohol, gambling, exercise, inmate, and etc. As well as types of addiction there are different factors effecting addiction. Many different factors influence addiction and recovery. Many studies have discussed the biological and psychological influences on addiction. However, there are also sociological forces. These forces cause entire groups of people to be more vulnerable to addiction. Thus, primary socio-cultural influences are important to discuss. In this study, sociological influences such as culture and ethnicity will be reviewed and discussed.

Keynote Speech 11: TBD [video]

Speaker: Dr. Lamhot Naibaho, Christian University of Indonesia, Indonesia

Time: 17:30-18:10, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Management: Keynote Speech Session 1

Keynote Speech 1: Retail Investors and Momentum **[video]**

Speaker: Prof. Avanidhar Subrahmanyam, University of California at Los Angeles, USA

Time: 08:30-09:10, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

We explore the link between momentum and retail investing via an identification strategy in China, where retail investors dominate. We propose that due to a roundlot restriction, small retail investors are less likely to hold and trade stocks with high nominal prices, and find supporting evidence. We then show that while there is no momentum in the Chinese market on aggregate, there is indeed strong momentum in high-priced stocks. Short-term reversals are stronger in low-priced stocks even after controlling for illiquidity. Mutual fund holdings enhance momentum. Small investor participation increases and momentum weakens following splits in high-priced stocks. Taken together, the results support the notion that short-horizon retail trades contribute to short-term reversals, and attenuate momentum arising from institutional underreaction to long-lived information.

Keynote Speech 2: TBD

Speaker: Prof. Hang (Robin) Luo, Wuhan College, China

Time: 09:10-09:50, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

TBD

Keynote Speech 3: Strategic orientations and capacities in the network context as key variables for the international success. The case of international new ventures

[video]

Speaker: Dr. Diego Monferrer Tirado, Universitat Jaume I, Spain

Time: 10:00-10:40, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

This study aims to propose an integrating model that can explain firm international competitiveness through the dual lens of network and firm behaviour. The research examines the case of international new ventures (INVs) created during a period of crisis in a sample of 306 Spanish INVs using structural equation modelling. Results show that in today's highly competitive and dynamic globalised markets, developing strategic orientations (market and entrepreneurial) in a network context helps build an optimal antecedent interfirm environment. This environment channels values generated through joint efforts to strengthen an individual INV's international performance. Capabilities play an essential mediating role to achieve this effect through the integrated application of dynamic capabilities and ambidexterity theories. Thus, exploratory (adaptation and absorption) capabilities will influence the capacity to exploit knowledge through innovation capability and lead to higher performance. Findings provide practical insights into the hierarchisation of the sources of influence on INVs' performance.

Keynote Speech 4: Historical and Social Aspirations: Influence of SME key decision makers' resilience, social skills and stress on attaining firm performance goals

[video]

Speaker: Dr. Jenny Gibb, University of Waikato, New Zealand

Time: 10:40-11:20, Saturday Morning, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Purpose – This paper examines how some specific psychological characteristics and stress levels of small and medium-sized enterprise (SME) key decision-makers (founders/managers) (KDMs) influence firm goal attainment based on two firm aspiration types.

Design/methodology/approach – This study hypothesizes that perceived resilience, social skills (self-promotion, ingratiation, expressiveness, social adaptability), and stress of SME KDMs will

differently influence firm performance goal achievement based on firm historical versus social aspirations. IBM AMOS v27 is used to test these hypotheses on survey data of 267 Australian SME KDMs.

Findings – The study reveals that KDMs' perceived resilience, social skills and stress differentially impact the achievement of firm performance goals when selecting firm-level historical and social aspirations. Resilience and some specific social skills can even have a detrimental effect on achieving firm goals when applying historical and social aspirations. Historical aspirations are based on the firm's performance history, while social aspirations are based on the performance of a reference group of competitor firms. The differences in the relationship between these characteristics and the two aspiration types are also explained. Furthermore, the study reveals the important role of perceived stress levels in achieving firm performance goals, using both aspiration types.

Originality/value – This study is the first to investigate how the perceived use of some specific psychological characteristics of SME KDMs influence the ability to meet firm performance goals based on the discretionary use of historical and social aspirations and the relationship between these aspiration types. In this context, the paper explains the reasons for the differences and similarities in their use. Thus, this study provides an important empirical contribution to research on the emergent domain of micro-foundational SME goals.

Keywords: Psychological characteristics, Social skills, Resilience, Stress Reduction, Historical Aspirations, Social Aspirations, Firm Performance, SMEs, Key Decision Makers, Managerial Discretion, Behavioral Theory of the Firm

Keynote Speech 5: Practical Challenges of Hedge Accounting [\[video\]](#)

Speaker: Prof. Jiri Strouhal, Department of Finance and Accounting at Skoda Auto University Mladá Boleslav, Czechia

Time: 11:20-12:00, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

This discussion provides a critical evaluation of the hedge accounting principles and real accounting practices. Hedge accounting is just a possible legal alternative for the company – it may voluntarily decide whether to treat all derivatives as held for trading or will adopt the hedge accounting rules. The reason why companies mostly aim to apply hedge accounting is linked to tax deductibility, despite in real practice significant percentage of companies do not test the hedge effectiveness neither prepare the hedge documentation – however this is mostly done by non-audited SMEs. Numerous studies in our professional practice have dealt with the bond between the economic and the accounting concept of hedging (e.g. Pirchegger, 2006; Melumad et al., 1999; Barnes, 2001; Hughes et al., 2002; Jorgensen, 1997).

From all possible three alternatives of hedge accounting, widely used is a cash flow hedge. From practical point of view it mostly occurs, when (i) hedging the rent against loan payments; (ii) company has a loan with floating interest rate secured by an interest rate swap; and (iii) company has forward sales of foreign currency to hedge domestic payments (in local currency).

Practical position proves that the theory is far from the corporate reality and companies have to rely on professional preparations of hedge documentations and hedge effectiveness testing probably even more than during the era of IAS 39.

Management: Keynote Speech Session 2

Keynote Speech 6: TBD [video]

Speaker: Prof. Nadeem Malik

Time: 14:00-14:40, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Keynote Speech 7: Investigating the effect of Project Integration Management on the Performance of Mashhad Construction Projects management [video]

Speaker: Dr. Ali Reza Afshari, Islamic Azad University, Mashhad, Iran

Time: 14:40-15:20, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

As a crucial soft skill, Emotional Intelligence is reported to have many benefits yet it remains largely unexplored in construction project management. Since little research has been done on methods to increase project performance and due to the importance of the issue, project integration management can be in measures to increase project performance in construction projects. This study aims to help increase the performance of construction projects. The main purpose of this study is to investigate the effect of project integration management on the performance of Mashhad construction projects management using a survey method in Mashhad. The purpose of this paper is to explore further application of project manager's EI to improve project performance. A questionnaire-based survey covering 112 project managers in construction is used to determine project managers' EI, and relate that to the performance of their most recent projects, as well as examine the moderating effects of international involvement and contract type. Results indicate high expressions of six EI factors in project performance of large and complex scale; whereas the effects of self-confidence and teamwork have not been confirmed. Additionally, international involvement and contract type are found to moderate the relationships between certain EI factors and project performance. The paper makes recommendations on selection



and appointment of project managers to construction organizations; meanwhile it assists project managers in recognizing the significant competencies that cater for large and complex construction projects. In this paper, the EI model is modified especially for project managers, to make up for the deficiency of project managers' EI framework, as well as the project performance criteria for construction projects.

Keywords: Emotional intelligence, Project manager, Project performance, Construction Project management, Construction industry, Project management.

Keynote Speech 8: Educational Supply Chain Management in Tertiary

Educational Institutions: An Empirical View [\[video\]](#)

Speaker: Prof. Dr. Md. Mamun Habib, School of Business & Entrepreneurship Independent University, Bangladesh; Visiting Scientist, University of Texas - Arlington (UTA), USA

Time: 15:20-16:00, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Keynote Speech 9: The Growing Acceptance and Current Research Trends in

Enterprise Risk Management (ERM) [\[video\]](#)

Speaker: Dr. Norhayati Zakuan, Azman Hashim International Business School Universiti Teknologi Malaysia, Malaysia

Time: 16:10-16:50, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

Risk is something that is unblest. It needs to be effectively monitored and controlled. As the business grows, risk also cannot be avoided. Due to the complexity of business situation and current globalisation, the players in business are considering the best way to control and monitor risks and leads to think beyond just profitability. There are many factors contributed to risk especially dynamics in social, political, and economic environment, strong competition, rapid technological advancements, and methodological changes forces the organisations to establish strong risk management system. The introduction of Enterprise Risk Management (ERM) gives them an idea to handle several risks. As ERM acceptance was increasing amongst producers and marketers, the buzzwords such as “integrated risk management”, “firmwide risk”, and “holistic



risk management” was adopted with little definition as to what they really mean. The challenge presented by what is still essentially a concept, is to develop a clear picture of exactly how ERM is utilised within companies or organisations. ERM is about optimising the process with which risks are taken. It has become a critical issue in the 1990s because organisations have started suffering spectacular losses often from risks, they never should have taken in the first place. Many companies throughout the world faced big losses in the 1990s. For instance, Orange County (November 1994) lost \$1.7 billion, Barings Bank (February 1995) lost \$1.5 billion, Daiwa Bank (September 1995) lost \$1.1 billion, and Sumitomo Corp (June 1996) lost \$1.8 billion. In the last decade, numerous organisations have suffered staggering losses such as these. The problem is not with the financial tools, but the people who use them. While many financial tools are new, the problem with people acting fraudulent, or just irresponsible, has always existed. Hence, organisations need to be intelligent enough in managing their risks not only to grasp the benefit out of it but also to survive in business.

Keynote Speech 10: Big Data Architectures for Business Sustainability: Survival Strategies for Innovation and Competitive Advantages [\[video\]](#)

Speaker: Dr. Abdul Manaf Bohari, Universiti Utara Malaysia, Malaysia

Time: 16:50-17:30, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel



Abstract

Big data technology is passing through an era of transformation age, where the inundation of data and dubbed data deluge is influencing the business performance. The business performance driven by the big data and the volume of the data as grown up to petabytes, and this large, complex, structured or unstructured, and heterogeneous data has gained significant attention. Most of researchers views that big data and data capability as new sustainable competitive advantages that enhance the sustainability of the business. The rapid pace of data growth through various disparate sources has seriously challenged the data analytic capabilities of traditional relational databases. Confidence in the big data strategy of is gradually fading whereas the capabilities of the new techniques for capturing, storing, visualizing, and analyzing data are evolving. In this discussion, we discuss some of the big data models and technologies that are leading contributors in enhanced the business performance and claim to address big data challenges in reliable and efficient ways. Also, we take the strategic potential of big data application into consideration specifically to overcome the business strategy re-design with final aimed of competitive advantages.

Keywords: Big Data, Business Sustainability, Innovation, Competitive advantages

Keynote Speech 11: TBD [video]

Speaker: Prof. Nidal Rashid Sabri, Birzeit University, Palestine

Time: 17:30-18:10, Saturday Afternoon, October 29, 2022

Location: TBD, Kunming Jin Jiang Hotel

Abstract

TBD



Part III Technical Sessions

Education: Technical Session

Session Chair: TBD

Location: TBD

08:30-12:00, October 30, 2022

Time	Paper Title	Author	Affiliation
Oral	Conversion rule of pronunciation used to learning between Chinese and Korean	Mihyang Ju	Human Resource Study, ROK
Oral	Phonological transfer of native language in the acquisition of Portuguese central vowels by Chinese university students	Sang Jinlamu	Sichuan International Studies University
Oral	Study on the “Trinity” Teaching Model of Academic English Writing for Postgraduates Based on the Production-oriented Approach	Yuchao Sun	China University of Petroleum (East China)
Oral	AN INTERPERSONAL METAFUNCTION ANALYSIS OF PHILIPPINE SOCIAL MEDIA NEWS HEADLINES	Al-Ramil V. Sakilan	ESL Instructor, Xinhua Academy Hefei City, Anhui Province, People’s Republic of China
10:00-10:10	Group Photo & Coffee Break		
Oral	What Constitutes Science, Technology, Engineering and Mathematics in Botswana Pre-Schools, and How Does It Look Like In The Classroom.	Chako G. Chako	Ministry of Basic Education, Botswana
Video/Poster	Capturing “Sense of Belonging” in Preschool Curriculum Guidelines and Implications: An Analysis Based on Chinese and Australian Curriculum Guidelines	Mengyan Fang	Jilin International Studies University
Video	The generational gap of kindergarten teachers’ leadership in kindergarten-based curriculum	Lanqing Xu	Bohai University

Management: Technical Session

Session Chair: TBD

Location: TBD

08:30-12:00, October 30, 2022

Time	Paper Title	Author	Affiliation
Oral	The influence of CSR and innovation on debt financing: Evidence from China	Xin Feng	Xi'an Jiaotong-liverpool University
Video	Global Optimization with Descending Region Algorithm	Prof. Dr. Loc Nguyen	Independent Scholar

Part IV Technical Session Abstracts

Education

ID: FLEL2022_10000

Title: Conversion rule of pronunciation used to learning between Chinese and Korean.

Name: Mihyang Ju

Affiliation: Human Resource Study, ROK

Email: TBD

Abstract

The pronunciation patterns are commented to contribute so much to language learning if they are used. The practice of pronunciation is primary for the foreign language learning. **This study purposed** to analyze the conversion rule of pronunciation between Chinese and Korean. The two language have as many as the common characters called as Hanja (漢字) of the similar but different pronunciation, presupposing some rules in conversion between them. **This study designed** the naming task and the lexical task of within-subject. The different characters the pronunciations of which are similar between Chinese and Korean were sampled as 40 cases, compared to the different character of different pronunciation as 40 cases. The subjects were sampled as two groups each of which has 40 people and either of which is the beginners of learning or the practiced. In the procedural, the manipulated characters were stimulated and responded by subjects while the response accuracy and reaction time were measured. **The results** showed that the reaction times, controlled in response accuracy, of the naming and lexical task for the similar pronunciations were faster than for the different pronunciation. **It is suggested** that the similarity of pronunciation make the word recognition both in phonology and semantics facilitated as much as it is used in doing tasks. Thus, the activation and prime in phonology is commented to contribute the learning of the foreign languages.

Keywords: Korean, Chinese, Pronunciation, Foreign language learning.

ID: FLEL2022_20001

Title: Phonological transfer of native language in the acquisition of Portuguese central vowels by Chinese university students

Name: Sang Jinlamu

Affiliation: Sichuan International Studies University

Email: sjlm@sisu.edu.cn

Abstract

Under the “One Belt, One Road” initiative, the number of universities offering Portuguese language courses in China is increasing. Although the Portuguese major has been developed in China for decades, the teaching of phonetics is mostly excused by formalist phonetic sign literacy and lacks a scientific and complete teaching system and reference content. Phonological acquisition is an important process of second language learning, which affects the development of listening/speaking skills and the construction of cross-cultural communication cognition for almost the whole life of students. Therefore, in the early stage of second language acquisition, it is especially important to adopt targeted teaching methods, and the development of which needs to be rooted in the study of Sino-Portuguese sound pattern shift.

The central vowels /i/ and /e/ in European Portuguese, as two of the most difficult vowels for Chinese speakers to master in the Portuguese phonological system, have been a great challenge for university phonology teaching in China. The Chinese Mandarin high-mid back unrounded vowel /ɤ/, similar to the European Portuguese vowel /i/, has an obvious top-to-bottom motion in the acoustic vowel chart, with a large mobility and a multi-variant character, contrary to the /i/ in European Portuguese. In compliance with the negative transfer theory, similar but in fact different pairs pose great difficulties for the full acquisition.

In this paper, twelve Chinese students who are proficient in Mandarin from Portuguese Department of Sichuan University of Foreign Studies, two immigrant students from Chinese community in Portugal who are proficient both in Mandarin and European Portuguese and two Portuguese native speakers were used as the experimental samples. Through natural contrasts, interpolated contrasts and other methods, combined with preliminary IPA analysis and experimental phonetics analysis of vowel sound pattern, we explored the central vowel similarities and differences between Mandarin and European Portuguese and the relevant inter-language phonological features formed by Chinese university students in the process of European Portuguese phonological acquisition, as well as analyzed the influence of positive and negative native language transfer among them. A teaching method based on minimal phonological contrast pair discrimination, drawing on the speech therapy system published by Relicário de Sons (RdS) in Portugal, is also proposed.

Keywords: central vowel, second language acquisition, European Portuguese, Chinese

ID: FLEL2022_20003

Title: Study on the “Trinity” Teaching Model of Academic English Writing for Postgraduates Based on the Production-oriented Approach

Name: Yuchao Sun

Affiliation: School of Foreign Studies, China University of Petroleum (East China), Qingdao, China

Email: sunyuchao2005@163.com

Abstract

It is an urgent task to improve postgraduates' academic English writing ability in the current academic English teaching for postgraduates in China. This study, based on the Production-oriented Approach, makes the exploration at constructing the “Trinity” teaching model of academic English writing for postgraduates, and tests the effectiveness of this teaching model by carrying out a nine-week teaching experiment. The study results indicate that this

teaching model can effectively improve postgraduates' academic English writing proficiency, shift postgraduates' learning concept, enhance postgraduates' motivation and confidence, and promote the cultivation and development of postgraduates' comprehensive quality. This study not only enriches the empirical research results of the Production-oriented Approach, but also provides some enlightenment for the reform and development of China's academic English teaching for postgraduates.

Keywords: the Production-oriented Approach; academic English writing for postgraduates; trinity; teaching model

ID: FLEL2022_20005

Title: AN INTERPERSONAL METAFUNCTION ANALYSIS OF PHILIPPINE SOCIAL MEDIA NEWS HEADLINES

Name: Al-Ramil V. Sakilan

Affiliation: ESL Instructor, Xinhua Academy Hefei City, Anhui Province, People's Republic of China

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Abstract

This study presents an interpersonal metafunction analysis of selected news headlines of different sources on social media related to the three social issues: (a) admission of President Rodrigo Duterte on extrajudicial killings, (b) shortage on Philippine rice supply, and (c) rapid increase of inflation rate in the Philippine market. These headlines were randomly selected based on its generated number of likes and shares on Social Media like Facebook, Twitter and Google+. The research main objectives are to analyze linguistic structures of social media news headlines and how do news writers make linguistic choices in the interpersonal component through modality, polarity and level of modal commitment. The data are analyzed by employing M.A.K. Halliday's model of mood analysis which reveals the Moods and Residues. The former consists of Subjects and Predicators, while the latter are Complement and Adjuncts realized in the selected news headlines. In this process, descriptive

quantitative technique is conducted by which the occurrences of each mood type realized in the headlines are calculated to find out the dominant mood type. With this type of analysis, the study reveals that mostly headlines are in declarative form which give readers an impression uncertainty and make generalization about a certain issue whether it is true or not. Also, Modal verbal operators with higher or highest modal commitment can show the news writer as the addresser's firm determination and level of conviction. Modals like 'must not', 'should not' and 'is not' will give and encourage the readers a certain point of view about a specific issue. In addition, the study also reveals that the attitude and opinion of the news writers are covertly indicated neither use of modal operators nor mood adjuncts but by the lexical choices as well as grammatical structures that reflect socio-economic and political context of the texts.

Keywords: Metafunction Analysis, Social Media News Headlines, Linguistic, Modals, Moods Analysis.

ID: PECD2022_20001

Title: Capturing "Sense of Belonging" in Preschool Curriculum Guidelines and Implications: An Analysis Based on Chinese and Australian Curriculum Guidelines*

Name: Mengyan Fang

Affiliation: Education Institute, Jilin International Studies University, Changchun, China

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Abstract

Belonging is an emotion that is essential to children's social development. More and more countries incorporate "belonging" into their preschool curriculum guidelines and conduct related research. However, there is still a gap in the study on belonging in Chinese curriculum guidelines. This study uses a sequential explanatory mixed-method to analyze the "Guidelines for the Learning and Development of Children Aged 3-6 and Being, Belong & Becoming: The Early Years Learning Framework for Australia" to explore the Chinese and Australian curriculum

guidelines construct belonging and related concepts. The results show that the frequency of words in the Chinese curriculum guide was lower than that in the Australian curriculum guide; in terms of concept definition, neither curriculum guide provides a precise definition of the concept of belonging. The Chinese curriculum guide tends to cultivate children's sense of belonging to a group in educational philosophy. In contrast, the Australian curriculum guide cultivates children's sense of self-belonging. Both curriculum guides provide educational recommendations in terms of educational practices, but the Australian curriculum guide also provides an example of an assessment of belongingness. Finally, on this basis, new insights are sought to improve the Chinese curriculum guide.

Keywords: Sense of belonging; curriculum guide; educational inspiration

ID: PECD2022_20006

Title: The generational gap of kindergarten teachers' leadership in kindergarten-based curriculum

Name: Lanqing Xu

Affiliation: Bohai University, Jinzhou, China

Email: xulanqing2023@163.com

Abstract

Kindergarten-based curriculum affects children's education and growth to a certain extent. High-quality kindergarten-based curriculum is closely related to teachers' excellent leadership of kindergarten-based curriculum. It is urgent to improve teachers' leadership of kindergarten-based curriculum at all ages. This study used questionnaire and interview methods to investigate kindergarten teachers born in the 1970s, 1980s and 1990s in four public kindergartens in a city. The results show that there are generational differences among the three generations of teachers in four aspects: kindergarten-based curriculum understanding, kindergarten-based curriculum development, kindergarten-based curriculum implementation and kindergarten-based curriculum evaluation. The reasons for the differences

mainly include teachers themselves, kindergarten managers and the social background. In view of the above three reasons, targeted promotion strategies are put forward for teachers. Teachers should pay attention to the cooperation and communication; Renew the educational concept and improve the attention to the leadership of kindergarten-based curriculum; Combine theory with practice, accumulate practical experience, and improve the implementation of kindergarten-based curriculum. The kindergarten managers should be targeted in garden this course for teachers in the three generations of leadership training; construct “learning community”; push the leadership of kindergarten-based curriculum down and empower teachers. At the social level, kindergarten teachers were trained by experts and scholars outside the kindergarten. The government should carry out inter-park cooperation and promote the exchange of leadership experience of kindergarten-based curriculum among teachers.

Keywords: Kindergarten teachers; Kindergarten-based curriculum; Curriculum leadership; Generational gap

ID: PECD2022_20005

Title: What constitutes Science, Technology and Mathematics in Botswana Pre-Schools, and how does it look like in the classroom?

Name: Chako G. Chako

Affiliation: Ministry of Basic Education, Botswana

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Abstract

The study reports on an ongoing research that explores Pre-School Science, Technology, Engineering and Mathematics (STEM) in Botswana. Recently, Botswana’s education system recognized and incorporated Pre-School education into her basic education system. Since 1996, Pre-School education was offered by private schools to those who could afford costs. The Botswana government did not consider Pre-School education a necessary requirement for entrance into public primary

education. A major hindrance was lack of resources such as trained personnel and availability of resources. However, evidence from research has since influenced education policy makers in Botswana to consider Pre-School essential and foundational to further learning at primary school level. In Botswana’s basic education system in (which year?).. It is believed that provision of free Pre-School education to all Botswana children in public schools will provide access to quality and equitable education. The incorporation was also seen as a strategy to transform Botswana’s economy from mineral based to knowledge-based. While we do know a lot from international research focused on Pre-School education, in Botswana, our research in this phenomenon is emergent. Hence, the need to conduct this study. In particular, the study will focus on what and how STEM subjects. Pre-school curriculum in Botswana has been designed to introduce learners to STEM early in their schooling. The rationale lies in the view that STEM subjects are critical in a knowledge based economy. The aim of the on going study is to explore what constitutes STEM by studying how it is Intended (planned by the teacher) Enacted (taught in the classroom), and Lived (learnt by learners in the class) (Runneson, 2005) and seeks to gain insight into what constitutes Science, Technology, Engineering and Mathematics (STEM) in tasks that learners are given, and how concepts are made accessible to Pre-school learners. The research question of interest for this study is stated as: *What is the nature Pre-school teachers’ explanations of Science, Technology, Engineering and Mathematics (STEM) concepts embedded in tasks given to learners.* Casting some light into what and how pre-school Science, Technology, Engineering and Mathematics (STEM) tasks are enacted is critical for policy and Pre-school teacher professional development. The sociocultural perspective framed the research. Adler and Rhonda’s (2014) notion of *exemplification and explanatory communication* are used to analyze tasks given to learners and teachers’ explanations respectively.

Participants in the study includes three pre-school teachers and their pre-school learners from one school

in Gaborone. The school was purposefully selected based on its performance in Botswana's 2019 national examinations. Specifically, the study is interested on teachers' explanations of Science, Technology, Engineering and Mathematics (STEM) concepts embedded in Pre-school Science, Technology, Engineering and Mathematics (STEM) tasks. The

interest on explanations was informed by the view that suggests that, the Science, Technology, Engineering and Mathematics (STEM) learners get to learn, resides in teachers' explanations.

Keywords: Classroom; Explanation; Science, Technology, Engineering and Mathematics (STEM); Preschool; Tasks

Management

ID: AFM2022_20000

Title: The impact of CSR and innovation on debt financing: Evidence from China

Name: Xin Feng

Affiliation: Xi'an Jiaotong Liverpool University, Suzhou, China

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Abstract

Drawing on stakeholder theory, agency theory, and legitimacy theory, this article examines whether firms' CSR and innovation performance increase access to debt financing for the Chinese listed companies. We find that socially responsible firms exhibit better borrowing ability, supporting the view that CSR facilitates firms' access to debt financing. Besides, we also find that there is a positive relationship between patent application and debt financing. Thirdly, the results show that CSR activities positively moderate the relationship between innovation and debt financing. The findings support the view that CSR disclosure can reduce the financial constraints in innovative firms. Our paper suggests that innovative and CSR activities are not just competing forces for financing, and innovative firms can engage in more CSR activities to gain debt financing for supporting research and development.

Keywords: CSR, innovation debt financing

ID: EBM2022_10000

Title: Global Optimization with Descending Region Algorithm

Name: Loc Nguyen

Affiliation: Independent Scholar

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Abstract

Global optimization is necessary in some cases when

we want to achieve the best solution or we require a new solution which is better the old one. However global optimization is a hazard problem. Gradient descent method is a well-known technique to find out local optimizer whereas approximation solution approach aims to simplify how to solve the global optimization problem. In order to find out the global optimizer in the most practical way, I propose a so-called descending region (DR) algorithm which is combination of gradient descent method and approximation solution approach. The ideology of DR algorithm is that given a known local minimizer, the better minimizer is searched only in a so-called descending region under such local minimizer. Descending region is begun by a so-called descending point which is the main subject of DR algorithm. Descending point, in turn, is solution of intersection equation (A). Finally, I prove and provide a simpler linear equation system (B) which is derived from (A). So (B) is the most important result of this research because (A) is solved by solving (B) many enough times. In other words, DR algorithm is refined many times so as to produce such (B) for searching for the global optimizer. I propose a so-called simulated Newton – Raphson (SNR) algorithm which is a simulation of Newton – Raphson method to solve (B). The starting point is very important for SNR algorithm to converge. Therefore, I also propose a so-called RTP algorithm, which is refined and probabilistic process, in order to partition solution space and generate random testing points, which aims to estimate the starting point of SNR algorithm. In general, I combine three algorithms such as DR, SNR, and RTP to solve the hazard problem of global optimization. Although the approach is division and conquest methodology in which global optimization is split into local optimization, solving equation, and partitioning, the solution is synthesis in which DR is backbone to connect itself with SNR and RTP

Part V Instructions for Presentations

Oral Presentation

Devices Provided by the Conference Organizing Committee:

- Laptops (with MS-office & Adobe Reader)
- Projectors & Screen
- Laser pointer

Materials Provided by the Presenters:

- PowerPoint or PDF files

Duration of each Presentation:

- Regular Oral Session: 10-15 Minutes of Oral Presentation
- Keynote Speech: 40-45 Minutes of Keynote Speech

Poster Presentation

Materials Provided by the Conference Organizing Committee:

- X Racks & Base Fabric Canvases (60cm×160cm, see the figure below)
- Adhesive Tapes or Clamps

Materials Provided by the Presenters:

- Home-made Posters

Requirement for the Posters:

- Material: not limited, can be posted on the Canvases
- Size: smaller than 60cm×160cm
- Content: for demonstration of the presenter's paper



Part VI Hotel Information

About Hotel

Kunming Jin Jiang Hotel (昆明锦江大酒店) is recognized as one of the most distinguished deluxe hotels in Kunming, an area rich with Yunnan minority culture and warm hospitality. Situated in the heart of the commercial and trade center, the hotel is within walking distance of Jewelry City and both the Kunming International Trade Center and Foreign Trade Center. There are 320 well-appointed guestrooms, seven deluxe restaurants and conference and banquet facilities. With its high-quality service standard, the hotel is ideal for both business and leisure travelers alike.

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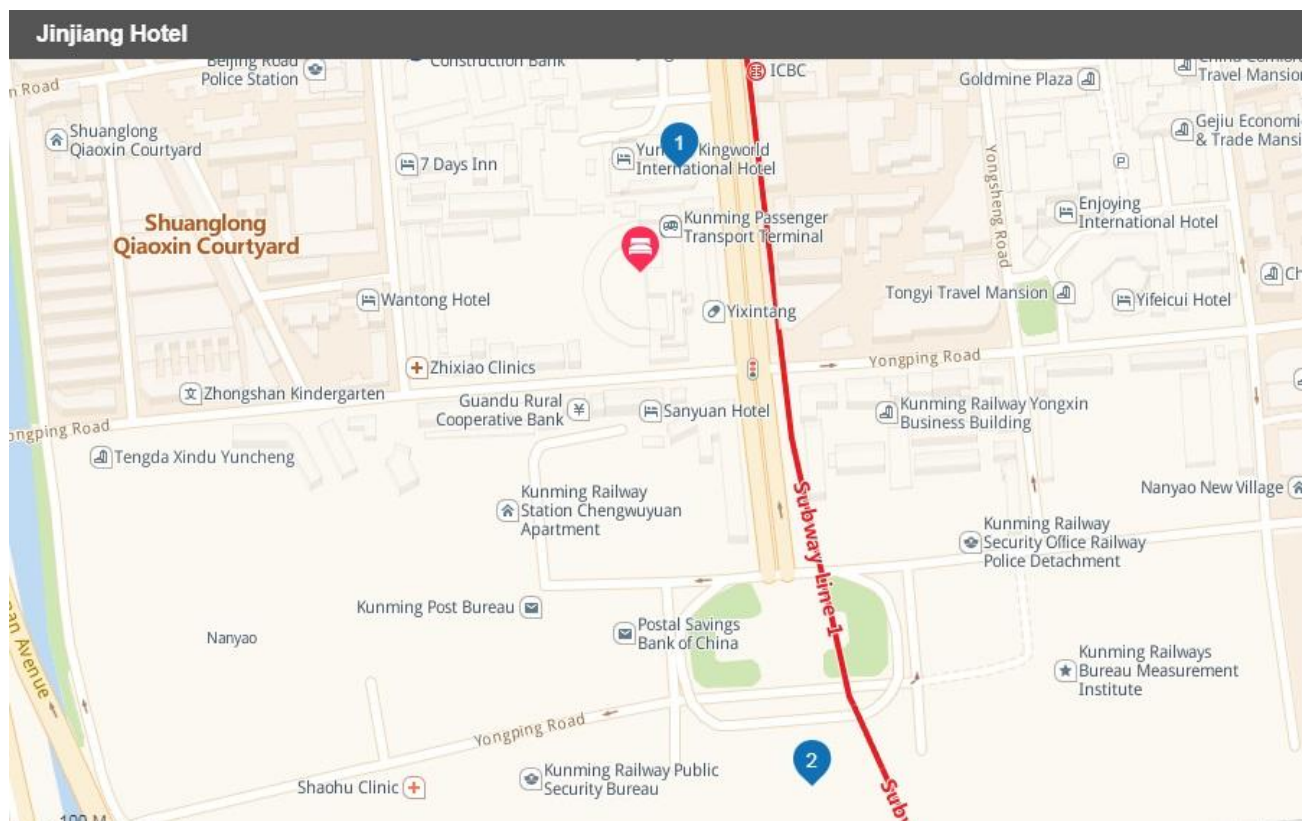
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