53RD RELC INTERNATIONAL CONFERENCE

50 Years of English Language Teaching and Assessment – Reflections, Insights and Possibilities
12 - 14 March 2018

Celebrating 50 years of Excellence as the Regional Language Centre of Choice

Supported by:

Conference Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Road, Singapore 258352
Website: http://www.relc.org.sg/Conference2018/
Our Philosophy

We believe that language education will lead to an improved quality of life for people in the region and to greater international cooperation.

Our Mission

We are dedicated to the development of language education in the region and the promotion of international cooperation among language professionals.

Our Vision

To be the Centre of Excellence in Language Education and research in the region and beyond.
53rd RELC International Conference

50 Years of English Language Teaching and Assessment – Reflections, Insights and Possibilities
12 - 14 March 2018

PROGRAMME

(SEAMEO RELC may, at its discretion, revise the programme if the need arises.)
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AIMS OF THE CONFERENCE

The 53rd RELC International Conference has the following aims:

- To provide academics and practitioners with a forum for sharing current research and best practices in English language teaching and assessment (ELTA)

- To engage in discussion and conversations on current trends and issues pertaining to ELTA

- To promote dialogue and mutual understanding about the complementary roles of “native” and “non-native” teachers of English

- To highlight ways to increase intercultural understanding through teaching methods and materials

- To review the role of technology in enhancing ELTA

- To discuss implications for language teacher education
PROGRAMME

SATURDAY, 10 MARCH

10:00 – 14:00  Collection of conference materials by overseas/local speakers and participants

SUNDAY, 11 MARCH

14:00 – 18:00  Collection of conference materials by overseas/local speakers and participants

MONDAY, 12 MARCH

07:45 – 08:30  Collection of conference materials by overseas/local speakers and participants

08:30 – 08:45  Guests and participants are kindly requested to take their seats in the Auditorium

09:00 – 10:00  OPENING CEREMONY  (Auditorium)

Opening Remarks by
Ms Susan Leong
Centre Director, SEAMEO Regional Language Centre

Opening Address by Guest-of-Honour
H E Prof Dr Muhadjir Effendy
Minister of Education and Culture
Ministry of Education and Culture, Indonesia and
SEAMEO Council President

10:05 – 10:35  Reception  (Levels 1 & 2)
PROGRAMME

MONDAY, 12 MARCH
INVITED SPEAKERS
10:40 – 11:30

1 Investigating Impact of Assessment: Reflections, Insights and Possibilities
   Hanan Khalifa
   Chair: Marie Yeo
   (Auditorium)

2 English as a Lingua Franca: From Research to Pedagogy
   Kurt Kohn
   Chair: Roby Marlina
   (Rooms 506 - 508)

PARALLEL SESSIONS
11:40-12:10

1 Teaching Paragraphing: An Alternative Approach for the Disillusioned
   Iain McGee
   (Tanglin Room 1)

2 Teaching Language in Mathematics Lessons: How do Teachers Do It?
   Sally Ann Jones & Mark Fifer Seilhamer
   (Tanglin Room 2)

3 A Critical Re-Reading of the History of Writing Centers in the UAE
   Jessica Mascaro & Aymen Elsheikh
   (Room 501)

4 Rethinking the “SOL” in TESOL: Bridging English and ‘Other Languages’
   Moses Samuel
   (Room 502)

5 Meaning Negotiation: Mixed L1 Lingua Franca Strategies in Japanese University Co-Learning
   Daniel James & Jana Mari Townsend
   (Room 503)

6 Evaluating Large-Scale Speaking Assessment in a Unified Curriculum
   Matthew Schaefer & Davey Young
   (Room 504)

7 Constructionism in the General Paper Classroom: Knowledge Construction and Assessment through Technology
   Damien Marie
   (Room 506)

8 Writing Assessment Literacy: Investigating Secondary-Level Teacher Conceptions, Knowledge and Practices
   Ricky Lam
   (Room 507)
PROGRAMME

MONDAY, 12 MARCH
PARALLEL SESSIONS
11:40-12:10

9  Comics in Second Language Learning and Teaching
   Alec Lapidus (Room 508)

10 What Does Translanguaging in Oral Re-telling of Narratives Reveal about ESL Learning?
   Lina Mukhopadhyay (Room 601)

11 Effective Communication Using Photos
   David Wood (Room 602)

12 The Effectiveness of Instructional Media in Teaching the Structures of Verb Tenses
   Chalermsup Karanjakwut (Room 603)

13 Attempt to Create an Assessment Tool for Global Citizenship
   Kahoko Matsumoto & Toshihiko Takeuchi (Room 604)

14 Technology in Language Education Course: Operationalizing TPCK in Language Teacher Education
   Nerissa Ogardo Zara (Room 605)

15 Critical Thinking in EFL Settings: Is it Really so Hard to Teach?
   Yazan Brahim (Maker Space)

12:15 – 13:00/13:10 – 14:00

Lunch A/Lunch B (Level 2)
Materials Exhibition (Levels 1, 5 & 6)
Viewing of Library Display (Level 4)

INVITED SPEAKERS
14:10-15:00

3  Teacher Identity in Second Language Teaching
   Jack Richards
   Chair: Marie Yeo (Auditorium)

4  Cultural Conundrums: The Materials We Use and Choose
   Ann Mayeda
   Chair: Thoai Ton (Rooms 503 & 504)

5  Evaluating the Quality of Classroom-based Assessments
   Victoria Clark
   Chair: Jeffrey Mok (Rooms 506 - 508)
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<td>Teachers’ Perception of English as an International Language in an EFL Setting</td>
<td>Ani Pujiastuti &amp; Emilius German</td>
<td>Tanglin Room 1</td>
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<td>Indonesian EFL Teachers’ Intercultural Awareness in Lesson Planning</td>
<td>Rahayu Kuswardani</td>
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<td>Paul Hullah</td>
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<td>20</td>
<td>EFL Learners’ Beliefs and Motivation for Learning English</td>
<td>Chiyo Hayashi</td>
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<td>21</td>
<td>How EFL Learners Improve their Use of Vocabulary After Studying Abroad</td>
<td>Natsumi Okuwaki</td>
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<td>A Study on Impact of Knowledge Building on Students’ Expositions</td>
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<td>Erasing Blind-spots &amp; Providing Action-based Corrective Advice in the Marking of Expositions</td>
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<td>Rhetorical Structure Representation in Indonesian EFL Learners’ L1 and L2 Argumentative Essays</td>
<td>Rusfandi</td>
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<td>26</td>
<td>How Mobile Can Vocabulary Learning Be?</td>
<td>Chih-Cheng Lin</td>
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<td>27</td>
<td>Media Exposure to Vocabulary Learning: Is Frequency the Answer?</td>
<td>Ji-Hyun Lee</td>
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<td>28</td>
<td>An Auditory Writing Support System for Japanese EFL Braille Learners</td>
<td>Shiori Sunakawa &amp; Yuichi Ono</td>
<td>506</td>
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<td>29</td>
<td>The Roles of Visual Design in Tablet Games for Children’s EFL Learning</td>
<td>Sompatu Vungthong</td>
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<td>30</td>
<td>Exploring Chinese EFL Primary Teachers’ Role Identity Development: A</td>
<td>Wang Zhiyuan</td>
<td>507</td>
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<td>Developmental Contextualism Perspective</td>
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<td>31</td>
<td>An Alternative Framework for Implementing Extensive Reading with</td>
<td>Made Frida Yulia</td>
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<td>Indonesian EFL University Students</td>
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<td>32</td>
<td>Serious Play: Using Minimalistic Drama to Enhance Intercultural</td>
<td>Tanya Kempston</td>
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<td>The Use of Movies as Visual Literacy in ESL Education</td>
<td>Do Hyung Ryu</td>
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<td>34</td>
<td>Embracing a Transformative Pedagogy in TESL Preparation Program</td>
<td>Raja Nor Safinas Raja Harun</td>
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<td>35</td>
<td>The Advantages of Using Task-based Language Assessment in the Indian</td>
<td>Sajit M Mathews</td>
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JOINT PARALLEL SESSIONS
15:10-16:00

36 The Investigation of Thai EFL Learners on Translating Thai Relative Markers into English Relative Markers
Kamonwan Charunsri

37 Learners’ Perceptions of an Effective EFL Teacher: The Case of Chinese Students
Jerico Juan Esteron & Alice Mae Arbon

38 Enhancing ESL Students’ Argumentative Writing Skills through Peer Instruction in the Flipped Classroom
Amreet Kaur Jageer Singh

39 Flipping Speaking Dynamics in an ESL Classroom
YunJoon Jason Lee

40 Sensitizing Teachers to Diversity in the ESL Classroom
Tara Ratnam

41 Japanese University Students’ Pre-Departure Intercultural Sensitivity: A Pilot Study
Reiko Takeda

42 Student-led Lessons as Part of Project-based Learning and Teaching
Oana Cusen

43 Student Perspectives of Food-project-based English Learning
Chi-yin Hong

16:10-16:30 Coffee Break (Levels 1 & 2)

INVITED SPEAKERS
16:40-17:30

6 Teaching English in Turbulent Times
Alastair Pennycook
Chair: Alvin Pang (Auditorium)

7 Assessment Disrupted: Are Practicality and (Constrained) Reliability More Valuable Than Validity?
Johanna Motteram
Chair: Steven Tan (Rooms 503 & 504)
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**MONDAY, 12 MARCH**

**INVITED SPEAKERS**

**16:40-17:30**

8  Foundations for L2 Speaking Skill Development  
*Jonathan Newton*  
Chair: Paul Dixon  
(Rooms 506 - 508)

**TUESDAY, 13 MARCH**

**INVITED SPEAKERS**

**09:00-09:50**

9  English for 21st Century Competencies  
*David Nunan*  
Chair: Jeffrey Mok  
(Auditorium)

10  Literary Texts in the ELT Classroom: Principles for Encouraging Engagement  
*Amos Paran*  
Chair: Thoai Ton  
(Rooms 503 & 504)

11  What Can We Learn from 50 years of Teaching Listening and Speaking?  
*Christine Goh*  
Chair: Steven Goh  
(Rooms 506 - 508)

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**PARALLEL SESSIONS**

**10:30-11:00**

44  A 21st Century Pedagogy: Teaching Academic ‘Multimodal Argumentation’ through Digital Storytelling  
*Chan Billy Chun-chuen*  
(Tanglin Room 1)

45  Re-imagining the Writing Process Using Microsoft OneNote  
*Magdalena Furtado*  
(Tanglin Room 2)

46  Looking Beyond Motivation  
*Stephen Ryan*  
(Room 501)

47  Differentiated Instruction: Practical Strategies for the Uninitiated and/or the Busy  
*Gayathrii Nathan*  
(Room 502)

48  The Assessment Challenges of Creative Activities  
*Kristin Armitage & Mutsuko Nagasaki*  
(Room 503)
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TUESDAY, 13 MARCH
PARALLEL SESSIONS
10:30-11:00

49 The Role of Willingness to Communicate in Task-based Videoconference Interactions
Akiko Fujii, Iino Atsushi & Daisuke Miyahira
(Room 504)

50 Enhancing Students’ Inferencing Skills in Reading Comprehension
Lai Kuan Hoe Leslie, Doreen Chan Siew Li, Wong Bing Sum & Shanti Prakash
(Room 506)

51 Positive Impact of Intrusive Recording Devices on Foreign Language Learning
Yasunari Harada, Miwa Morishita & Lisa Nabei
(Room 507)

52 Teaching English Prosody to Japanese Learners: "Three Principles" Approach to Prosody Instruction
Kazuhito Yamato & Takamichi Isoda
(Room 508)

53 Translanguaging in Philippine Mother Tongue Education: Positioning English in Classroom Discourse
Romylyn Metila
(Room 601)

54 Tips on Fostering Intercultural Communicative Competence in Japanese Primary School English Classes
Natsue Nakayama & Fumiko Kurihara
(Room 602)

55 Linguistically Responsive Teaching in the 21st Century: The Place of EOP in MTB-MLE
Cecilia A Suarez
(Room 603)

56 Developing the Language to Talk about Art in Primary Four Classrooms
Alison Tan & Soh Wan Hong
(Room 604)

57 Effects of Subtitled Movies on Learners’ Productive and Receptive Vocabulary and Attitude
Mae-Ran Park
(Room 605)

58 Shakespeare in Your Own Words - Script Writing for Upper Intermediate Learners
Tanya Kempston
(Maker Space)
## PROGRAMME

**TUESDAY, 13 MARCH**

**WORKSHOPS BY INVITED SPEAKERS**

**11:10-12:00**

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<td>WB</td>
<td>Language Learning Beyond the Classroom</td>
<td><em>David Nunan</em></td>
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<td>WC</td>
<td>Reflective Practice for Language Teachers</td>
<td><em>Thomas Farrell</em></td>
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<td>WD</td>
<td>Understanding the Role of Metacognition in Listening and Speaking Development</td>
<td><em>Christine Goh</em></td>
<td>Room 503</td>
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<td>WE</td>
<td>Materials Evaluation, Adaptation &amp; Design: A Whistle Stop Tour</td>
<td><em>Hanan Khalifa, Nisreen Ash &amp; Pushparani Subramaniam</em></td>
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<td>The Teacher Speaks: Making Teacher Talk Count for Learning</td>
<td><em>Jonathan Newton</em></td>
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<td>WG</td>
<td>‘I’d like to try action research’: A Hands-On Workshop for Getting Started</td>
<td><em>Anne Burns</em></td>
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<td><em>Jack Richards</em></td>
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<td><em>Ann Mayeda</em></td>
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<td>WJ</td>
<td>Introduction to the CEFR for Educators</td>
<td><em>Victoria Clark</em></td>
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<td>Combining Language Education and Values Education: Using Moral Dilemmas</td>
<td><em>Amos Paran</em></td>
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<td>Research in Applied Linguistics: Needs Analysis for Evidence Based Course Development</td>
<td><em>Johanna Motteram</em></td>
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**TUESDAY, 13 MARCH**

**WORKSHOPS BY INVITED SPEAKERS**

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**14:00-14:30**

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<th>Shifting Teacher Beliefs Through Community Web-Journals: Case Studies from the Phenomenological Perspective</th>
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<th>Translanguaging in the Classroom: Scope for Bakhtinian Dialogism</th>
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<td>Rohini Nag</td>
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<th>Differentiating Instruction Using Curriculum Playlists</th>
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<td>Lokhuang Tan</td>
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<th>Transitioning to ELF-Inspired Curriculum and Pedagogy: Students’ Evolving Perceptions of English</th>
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<td>Laura Kusaka, Daniel Devolin &amp; Simon Sanada</td>
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<th>Active Involvement in a Pre-Service English Language Teachers’ Overseas Practicum Experience</th>
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<td>Benjamin Luke Moorhouse</td>
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<th>The Use of Self-Regulated Strategy Development Instruction with Struggling Primary School Writers</th>
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<td>Rachel Lee &amp; Foo Ying Ting</td>
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<td>Dinh Thi Mai Anh</td>
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**TUESDAY, 13 MARCH**

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<td>&quot;Talk for Writing&quot; for English Language Learners</td>
<td>Jessica Mascaro</td>
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<td>Surfacing Formative Self-Assessment through Doodling</td>
<td>Geraldine Siagto-Wakat</td>
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<td>69</td>
<td>Revisiting Plagiarism: Do We Really Know What We Mean?</td>
<td>Izumi Watanabe-Kim</td>
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<td>Multimodal Text Assessment in the English Language Curriculum</td>
<td>Alexius Chia</td>
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<td>71</td>
<td>Analysis of Paragraph Writing Tasks in Japanese High School and College Textbooks</td>
<td>Hiroyo Nakagawa</td>
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<td>72</td>
<td>Breaking the Mold of the Traditional Classroom to Facilitate Social Constructivism</td>
<td>Joji, Lai Wah Peh &amp; Sophia Sim</td>
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**PARALLEL SESSIONS**

**14:40-15:10**

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<td>73</td>
<td>Constructing Voice in Research Articles of Computer Science and Second Language Writing</td>
<td>Yin Ling Cheung &amp; Weiyu Zhang</td>
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<td>Action Research on a Collegial Model of Peer Observations</td>
<td>Burcu Tezcan-Unal</td>
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<td>Developing an English for Academic Purposes Course through Understanding Students’ English Learning</td>
<td>Natalie Fong</td>
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<td>Teaching Writing via Digital Storytelling among Pre-Service English Teachers</td>
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<td>Using Technology for Law Students: Proposing Internet-based English Material Development</td>
<td>Yasmin Farani &amp; Maria Dwi Winarni</td>
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TUESDAY, 13 MARCH
PARALLEL SESSIONS
14:40-15:10

78 Improving Lower Secondary Students’ Comprehension of Narrative Texts Through Critical Reading
Dorothy Chua
(Room 504)

79 The Value of a Growth Mindset On Self-Study in the ESL Classroom
Damaris Carlisle
(Room 506)

80 Effects of Different Modes of Peer Feedback on the Writing Efficacy of EFL College Students
En Chong Liaw
(Room 507)

81 Evaluation of Preference-based Teaching Approach for Children with Dyslexia and Challenging Behaviours
Sharyfah Nur Fitriya
(Room 508)

82 Connecting Learner and Institutional Needs on an Online Academic Study Skills Course
Aysen Gilroy & Liane Sandrey
(Room 601)

83 Constructing a Collaborative Learning Support System for Japanese EFL Dyslexic Learners
Akari Hirano & Yuichi Ono
(Room 602)

84 Interaction: Stance and Engagement in the Argumentative Essays of College Students
Cynthia Correo & Ingrid Uba
(Room 603)

85 Brain-based Learning in Second Language Acquisition
Manpreet Kaur
(Room 604)

86 Reflections of 21st Century Teachers’ Identities
Amutha Raj, Saha Mousumi, Tan Ying Peng & Ananthi Chandramohan
(Room 605)

15:20-15:40
Coffee Break
(Levels 1 & 2)
##PROGRAMME

**TUESDAY, 13 MARCH**

**JOINT PARALLEL SESSIONS**

15:50-16:40

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<td>Elderly Japanese Learners of English: Focusing on their Motivation and Well-Being</td>
<td>Emi Itoi</td>
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<td>Gender Representation in Early Readers – Are Women and Men Equal?</td>
<td>Jackie Fung King Lee</td>
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<td>Hear Yourself Speak</td>
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<td>Immersion Education and Translanguaging: An Exploratory Study of Japanese Students in Singapore</td>
<td>Junko Okabe &amp; Masami Kimura</td>
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<td>Wattpad and Grade 11 English: Making the Unreachable Handy</td>
<td>Russel R Lomboy</td>
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<td>Undergraduate Students' Reception of Feedback on their Written Compositions</td>
<td>Jocelyn Amor Navera</td>
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<td>The Relationship Between Digital-Storytelling and Foreign Language Anxiety for Japanese EFL Learners</td>
<td>Ayaka Morino &amp; Yuichi Ono</td>
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<td>Aileen Bautista &amp; Gina Ugalingan</td>
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<td>The Effects of Dramatization on the Acquisition of Saying Verbs</td>
<td>Jane Lee &amp; Dheelip Kumar</td>
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<td>Junko Matsuzaki Carreira &amp; Tomoko Shigyo</td>
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<td>Small-group Peer Feedback Training and Students' Peer Feedback, Writing Attitude and Performance</td>
<td>Angelique T Pajuelas &amp; Romylyn Metila</td>
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<td>Active Learning in English Writing Classes: Written Debate Activity for Japanese Students</td>
<td>Noriko Iwamoto</td>
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<td>CLIL as a Bridge to EMI: Challenges and Opportunities</td>
<td>Kay Irie</td>
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<td>100</td>
<td>A CLIL-Centred Approach to Meet English Policy Goals in Japanese High Schools</td>
<td>Fumi Takegami &amp; Terry Laskowski</td>
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<td>Case Study Research in Study Abroad Narratives Using the Trajectory Equifinality Approach</td>
<td>Kenichi Yamakawa</td>
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<td>The Approaches of Education for Sustainable Development to English Language Teaching</td>
<td>Saisunee Oulis</td>
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<td>103</td>
<td>Diversity of Tests and Test Scores of Japanese Learners of English</td>
<td>Miwa Morishita &amp; Yasunari Harada</td>
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<td>The Validity of Complexity Indices in Automatically Scoring Japanese EFL Learners' Essays</td>
<td>Takeshi Kato</td>
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<td>Promoting Students' Critical Thinking in a Reading Classroom</td>
<td>K R Vinitha Rani</td>
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<td>Changing Times: 21st Century Elementary School English Education in Japan</td>
<td>Douglas Parkin</td>
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TUESDAY, 13 MARCH
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107 Computer Mediated Communication: An Exploratory Study in Using Social Media to Teach
   P R Sujatha Priyadharsini

108 Technology-Mediated Language Learning: Where No One Gets Confused by My Chinese Accent
   Disa Evawani Lestari

109 Survey of the Popular Syntactical Errors in English Writing by English Majors
   Li Fengjie

110 The Influence of Assessment in English Classes on Japanese Learners’ Beliefs
   Saeko Toyoshima

111 Teacher Questioning to Scaffold University Students’ Learning
   Milawati

112 Learning Language and Unlearning (Fossilized) Interlanguage in Brain Research Perspective
   Swathi Vanniaraj

113 Motivation and the Third Language Acquisition
   Paul Nagasaka

114 Foreign/Second Language Anxiety: Comparison Between Bangladeshi Undergraduates from English and Bangla-Medium Backgrounds
   Nadia Tarique Haque

CONVERSATIONS WITH INVITED SPEAKERS
16:50-17:30

C1 Assessment of and for Learning
   Victoria Clark & Johanna Motteram
   Chair: Jeffrey Mok

(Room 602)

(Room 603)

(Room 604)

(Room 605)

(Tanglin Rooms 1 & 2)
PROGRAMME

TUESDAY, 13 MARCH
CONVERSATIONS WITH INVITED SPEAKERS
16:50-17:30

C2 Teaching and Learning of English in Multilingual Contexts
Kurt Kohn & Ann Mayeda
Chair: Roby Marlina
(Rooms 503 & 504)

C3 Competencies and Skills
Development for L2 Learners and L2 Teacher Identity
Jonathan Newton, David Nunan & Jack Richards
Chair: Marie Yeo
(Rooms 506 & 507)

WEDNESDAY, 14 MARCH
WORKSHOP SESSIONS
09:00-10:00

TA Providing Effective Feedback (AFL) to Guide Students’ Thinking Process
Caroline Tracy
(Tanglin Room 1)

TB Mindset and the Creative Brain
Damaris Carlisle
(Tanglin Room 2)

TC Promoting 4C to Develop Learners’ Reading Skill in 21st Century Classroom
Rizqi Khoirunnisa & Yuanita Tri Sapdani
(Room 501)

TD Method to the Magic: Explaining the ‘Logic’ Behind Reading Comprehension Answers
Isabelle Shanti Benjamin
(Room 502)

TE The Write Connection - Reading to Writing
Pamela Neo, Silvia Dennis & Lee Li Peng
(Room 503)

TF Using a FQR Think Sheet to Improve Readers’ Comprehension of Non-Narrative Texts
Yow Ee-Lin Cynthia & Charlotte Tan Jing Wen
(Room 504)
PROGRAMME

WEDNESDAY, 14 MARCH
WORKSHOP SESSIONS
09:00-10:00

TG  Knowledge-Building and ELT: Using Legitimation Code Theory to Teach Academic Literacy
    Namala Tilakaratna, Mark Brooke & Laetitia Monbec
    (Room 506)

TH  Teaching Writing as a Process: Ideas in the Primary Classroom
    Rachel Goh, Nurual Ain Suprat, Foo Ying Ting & Rachel Lee
    (Room 507)

TI  Supporting Teacher-Friendly Practitioner Research: Some Practical Tips on Writing Research Reports
    Padmini Bhuyan Boruah
    (Room 601)

TJ  Promoting Note-Taking Strategy in Developing Students’ Listening Comprehension
    Juliana
    (Room 602)

TK  Using Reciprocal Teaching to Enhance Students' Reading Comprehension
    Florence Lee
    (Room 603)

TL  Ryan Key Thinkers as Thinking Tools in the English Language Classroom
    Yang Roziah Mohamed Yaacob & Anis Oweeda bt Ismail
    (Room 604)

TM  Transformative Teacher Development Projects: Lessons from Experience
    Alan S Mackenzie
    (Room 605)

TN  Using Nearpod to Empower Teachers and Engage Students in an English Classroom
    Serene Chia Ee San
    (Learning Space)

10:10-10:30  Coffee Break  (Levels 1 & 2)
PROGRAMME
WEDNESDAY, 14 MARCH
PARALLEL SESSIONS
10:40-11:10

115   Improving Language Assessment Literacy (LAL) Amongst Teachers
      Peter Davidson
      (Tanglin Room 1)

116   Supportive Activity Simulation for English-Majoring Chinese Students
      at Chiangrai Rajabhat University
      Kannikar Kantamas
      (Tanglin Room 2)

117   Idols Project - Killing Two Birds with One Stone
      Dung Do Thi Thanh
      (Room 501)

118   A Grounded Theory on Teachers as ESL Readers of Multimodal Still Visuals
      Judy C Bautista
      (Room 502)

119   Validating English Reading Comprehension Items of Two College Entrance Examinations in Taiwan
      Wen-ying Lin
      (Room 503)

120   Influences of Research Approaches on Interactional Metadiscourse in Applied Linguistic Research Articles
      Keiko Kawaguchi, Tae Ito, Harumi Ota & Ritsuko Ohta
      (Room 504)

121   Assessing University Students’ L2 Academic Writing through Coursework
      Sarah Holland
      (Room 506)

122   Challenging Teacher Beliefs Through Reflective Practice: A Phenomenological Case Study
      Joan Kuroda & Ken Tamai
      (Room 507)

123   Managing At-Risk (Challenging) Classes in EL Lessons in a Mainstream Primary School
      Ow Yeong Wai Mang
      (Room 508)

124   Developing Onomatopoeia as Teaching Materials
      Jyh Wee Sew
      (Room 601)
PROGRAMME

WEDNESDAY, 14 MARCH
PARALLEL SESSIONS
10:40-11:10

125  Grammar in Writing: Making the Links in the EL Writing Classroom
     *Christine Xavier & Hing Mui Hong* (Room 602)

126  Teacher Initiation Sequences and its Effects on Classroom Dialogism
     *Ali Haikal & Joy Foo* (Room 603)

127  Using LCT (Specialization and Semantics) in CLIL Course Design and Delivery
     *Mark Brooke* (Room 604)

128  Language Teacher Development through Immediate Feedback by Mobile COLT
     *Hiroki Ishizuka & Mai Koshie* (Room 605)

PARALLEL SESSIONS
11:20-11:50

129  Teachers’ Beliefs About Reading and Childhood in the Classroom:
     Pedagogies and Values
     *Sally Ann Jones* (Tanglin Room 1)

130  Enhancing the Oral Reading Fluency of Second Graders Through a Home Reading
     *Glorificacion L Quinopez* (Tanglin Room 2)

131  Vocabulary Size and Range Appropriate for English Courses in General Education
     *Alisa Vanijdee* (Room 502)

132  Self-Reported Summarizing and Paraphrasing Difficulties: Some Pedagogical Implications
     *Eden Flores* (Room 503)

133  From Passive Lurkers to Active Delurkers: Participation in a Language Facebook Group
     *Bernadette Soliba* (Room 506)
PROGRAMME

WEDNESDAY, 14 MARCH
PARALLEL SESSIONS
11:20-11:50

134 From Print to Screen: A Study of Upper Primary Students’ Multimodal Reading Processes and Strategies in Online Environment
Steven Tan Boon Seng (Room 507)

135 ITools Video Dubbing for Intermediate II Class at LBPP LIA Banjarmasin
Elvina Arapah (Room 508)

136 Task Complexity and the Growth in Linguistic Complexity in L2 Speaking Assessment
Vasim Tamboli (Room 601)

137 Moving to the Groove: A Learner-Centred, Rhetorical Approach to Writing Science
Jonathan Tang (Room 602)

138 An ESP Approach to Teaching English as a Lingua Franca
Judy Noguchi (Room 603)

139 Evaluating the Efficacy of Application-based Tests at the Tertiary Level
Padmini Shankar Kankata (Room 604)

140 A Genre-based Approach to Developing Academic Presentation Competence in an EAP Classroom
Sabina Ho Yan Mak (Room 605)

12:00 – 12:50/13:00 – 13:50
Lunch A/Lunch B
Materials Exhibition
Viewing of Library Display
(Level 2)
(Levels 1, 5 & 6)
(Level 4)

INVITED SPEAKERS
14:00-14:50

12 Innovating Teacher Development: Transformative Teacher Education through Classroom Inquiry
Anne Burns
Chair: Roby Marlina
(Auditorium)

13 Reflective Practice in TESOL: A Reflection
Thomas Farrell
Chair: Thoai Ton
(Rooms 506 - 508)
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<td>Panel: <em>Anne Burns, Thomas Farrell, Christine Goh, Hanan Khalifa &amp; Amos Paran</em></td>
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<td>Chair: Alvin Pang</td>
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<td>15:45</td>
<td>Conference Round-up</td>
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<td>15:55</td>
<td>Coffee will be served at Level 1</td>
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Professor Anne Burns’ fields of specialization are in English and Literacy Curriculum and Pedagogy. She was appointed as Professor in TESOL in the School of Education at UNSW from 1 July 2010. She was also appointed a member of the TESOL Research Standing Committee in 2006, and since 2009, she has been the chair of this committee. She is also a member-at large on the AILA Executive Board (International Association for Applied Linguistics).

Dr Victoria Clark works for the British Council and is currently the Assessment Development Manager for East Asia. Before joining the British Council, she worked as an EFL teacher, teacher trainer, curriculum designer, test developer and researcher. She also spent 11 years as a university lecturer. She has written numerous books on the General English Proficiency Test and has presented in many parts of the world. Victoria holds two Master’s degrees, one in Applied Languages and one in TEFL and she received her PhD in Applied Linguistics from the University of Reading, England.

Professor Thomas S.C. Farrell is a Professor of Applied Linguistics at Brock University, Canada. Professor Farrell’s professional interests include Reflective Practice, and Language Teacher Education. Professor Farrell has published widely and has presented at major conferences worldwide on these topics. A selection of his work can be found on his webpage: www.reflectiveinquiry.ca

Dr Christine Goh is a Professor of Linguistics and Language Education at Singapore’s National Institute of Education of the Nanyang Technological University. An experienced English language educator and researcher, she has many international refereed articles and books, including Teaching Speaking: A Holistic Approach and Teaching and Learning Second Language Listening: Metacognition in Action.

Dr Hanan Khalifa is Head of Research and International Education at Cambridge Assessment: English. She holds a PhD in Language Testing from Reading University and a professional MA from Cambridge University. Her publications include: Action Research, Mixed Methods in Language Testing, Examining Reading, Assessing students with disabilities and Test Development Manual.
Professor Kurt Kohn is Emeritus Professor of Applied English Linguistics at the University of Tuebingen (Germany). His professional interests include intercultural telecollaboration, English as a lingua franca, and foreign language teacher education. Recent articles include “Learner agency and non-native speaker identity in pedagogical lingua franca conversations” (with P. Hoffstaedter, CALL 2017, 30/5) and “Towards the reconciliation of ELF and EFL” (In N. Sifakis & N. Tsantila, ELF in EFL Contexts. Multilingual Matters, 2018).

Ann Mayeda is an Associate Professor in TESOL and a teacher trainer in TEYL at Konan Women’s University, Japan. Her research interests are in learner development and issues in autonomy as it applies to young learners and young adult learners. In recent years, she has been active in promoting extensive reading and conducting in-service teacher training in Nepal.

Dr Johanna Motteram is an experienced English language teacher and an English language assessment specialist based in Singapore. She collaborates with her British Council colleagues in the region to deliver evidence based programs to support English language learning and test preparation, and provides advice on assessment related problems to schools and other stakeholders.

Jonathan Newton is an Associate Professor in the School of Linguistics and Applied Language Studies (LALS), Victoria University of Wellington, New Zealand. His research and scholarship focus on language teacher education, task-based language teaching, and intercultural perspectives on language education. He has published more than 50 book chapters and articles. His most recent (co-authored) book, due for publication through Routledge in early 2018, is titled “Teaching English Language Learners in Academic Contexts: Reading, Writing, Speaking, Listening”.

Professor David Nunan is an Emeritus Professor of Applied Linguistics at the University of Hong Kong and Vice-President for Student Affairs at Anaheim University. He is also a Distinguished Visiting Professor at the Universities of Stockholm, Sweden, and Chulalongkorn University in Bangkok. He has written over 100 books and articles in the areas of classroom based research, curriculum development and discourse analysis.
Dr Amos Paran is a Reader in Second Language Education at the UCL Institute of Education. His main areas of interest are using literature in EFL and reading in EFL. He is the co-author of Literature (OUP, 2016) and tutor on the free MOOC, Teaching EFL/ESL Reading: A Task-Based Approach.

Professor Alastair Pennycook is the author of numerous works on the global spread of English, critical applied linguistics, and urban multilingualism. He is a Distinguished Professor of Language, Society and Education at UTS and Adjunct Professor at the University of Oslo. His most recent book is “Posthumanist Applied Linguistics” (Routledge).

Professor Jack C. Richards is an honorary professor at the University of Sydney, and the University of Auckland. He is also an adjunct professor at the Victoria University of Wellington, New Zealand and at RELC, Singapore. He has written over 150 books and articles on language teaching as well as many widely used classroom texts.

CONFERENCE HIGHLIGHTS

INVITED SPEAKERS

As in previous years, a select group of distinguished scholars in the field of language education will present plenary papers and workshops at the RELC International Conference. This year, the internationally acknowledged speakers are Anne Burns, Thomas Farrell, Christine Goh, Hanan Khalifa, Kurt Kohn, Ann Mayeda, Johanna Motteram, Jonathan Newton, David Nunan, Amos Paran, Victoria Clark, Alastair Pennycook and Jack Richards.
CONVERSATIONS WITH INVITED SPEAKERS

The three sessions of ‘Conversations with Invited Speakers’ will take place from 16:50-17:30 on Tuesday 13 March 2018.

These sessions are designed to enable participants to hear as many Invited Speakers as possible, as well as to interact informally with Invited Speakers on topics of their interest.

Individual tickets are not required for admission to these sessions. However, doors will be closed once capacity is reached.

WORKSHOP SESSIONS

Twenty-seven Workshops will be conducted as follows:

11:10 -- 12:00 on Tuesday, 13 March 2018 – Workshops WA – WM
09:00 – 10:00 on Wednesday, 14 March 2018 – Workshops TA - TN

Participants who have made their workshop selections on-line are advised to print out the confirmation email for presentation at the entrance to the workshop venues.

Participants who have not made their on-line selections may seek the assistance of RELC staff at the Conference Registration Counter at Level 2, as follows:

- Tuesday, 13 March 2018, from 08:30 onwards
- Wednesday, 14 March 2018, from 08:30 onwards

To avoid delays just before the commencement of workshops, participants are advised to make their selections in advance.

PARALLEL SESSIONS

There are one hundred and forty Parallel Sessions (including Joint Parallel Sessions) to be given by speakers from within the Southeast Asian region and beyond. Individual tickets are not required for admission to these sessions. However, doors will be closed once capacity is reached.
“YOUR QUESTIONS ANSWERED” & CONFERENCE ROUND UP

The “Your Questions Answered” and Conference Round-up will be held on Wednesday, 14 March 2018, from 15:00-15:45 at the Auditorium. There will be one panel of Invited Speakers for “Your Questions Answered”.

Kindly submit your written questions to the Conference Registration Counter by 11:00 on Wednesday, 14 March 2018, or through the interactive Q & A portal (URL: www.pigeonhole.at), passcode: RELC.

LIBRARY DISPLAY

Materials relevant to the theme of the Conference are on display in the RELC Library, Level 4, RELC Building.

Participants are cordially invited to view the display. The RELC Library is open from 08:30 to 18:00 (Mondays – Fridays).

MATERIALS EXHIBITION

Participants are invited to view the Materials Exhibition at Levels 1, 5 and 6, during the coffee and lunch breaks.

Level 1
Macmillan Education
Routledge

Level 5
National Institute of Education/
Nanyang Technological University, Singapore
Hodder Education Singapore
British Council

Level 6
RELC Publications by MarketAsia Distributors
National Geographic Learning
## CONFERENCE OFFICIALS

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Mr Lincoln Lim  
Mr Melvin Ngar
ACKNOWLEDGEMENTS

The SEAMEO Regional Language Centre expresses appreciation to H E Prof Dr Muhadjir Effendy, Minister of Education and Culture, Ministry of Education and Culture, Indonesia and concurrently President of the SEAMEO Council for gracing the opening of the 53rd RELC International Conference.

The Centre acknowledges with sincere gratitude the continued goodwill and support of member countries, associate member countries, institutions, organizations and professionals around the world. Grateful thanks are, in particular, expressed to the following sponsors:

British Council
Cambridge English Language Assessment
Goethe Institut
Pearson Education South Asia Pte Ltd
University of London

Special thanks are extended to Deyi Secondary School and its dance group for the dance performance at the Opening Ceremony of the conference.

The Centre also wishes to thank the Invited Speakers, Speakers of Parallel and Workshop Sessions and all others who, in one way or another, have contributed to the success of the 53rd RELC International Conference.
Teaching and Learning of English for Academic, Professional and Other Purposes in the Digital Era

With the spread of the English language in the digital era, the teaching and learning of English now has more dimensions to its purposes and functions than before. In a number of educational contexts, English is taught and learned for general purposes; it is also learned for specific purposes to cater to the diverse needs of learners. As today’s social contexts are becoming increasingly multi-lingual and multi-cultural, English is taught and learned as an international language for international purposes and intercultural communication. Increasingly, English as a Medium of Instruction (EMI) is used in educational institutions and its growing importance is seen in language practice and research areas such as EMI, English for Academic Purposes (EAP), English for Professional Purposes (EPP), English for Specific Purposes (ESP) and English Language Teaching (ELT).

Aims

This conference aims to bring together researchers, university lecturers, school teachers and teacher educators to discuss and share their best practices and research findings in language education, pertaining to English language teaching, English as a Medium of Instruction, English for Academic Purposes, and English for Specific Purposes.

We invite submission of proposals for parallel papers and workshops which address any specific aspect of the conference theme, including, but not limited to, the following:

Topic Areas

- English for Academic Purposes (EAP)
- English for Professional Purposes (EPP)
  - Professional communication
- English for Specific Purposes (ESP)
- English as Medium of Instruction (EMI)
- English as an International Language (EIL)
  - English for intercultural communication
  - English as a lingua franca
- English Language Teaching (ELT)
  - English language curriculum design and implementation
  - English language materials development
  - Current trends in teaching approach and pedagogy
- New technologies and digital learning in English education
- Language teacher education
- Research in EAP, EPP, ESP, EMI, EIL and ELT