DAY 1 (Wednesday) ~ 0930 – 1030; Auditorium 2

KEYNOTE SESSION 1	Suresh CANAGARAJAH
	Pennsylvania State University, USA

Negotiating diversity in English language classrooms

Abstract

With globalization, migration, and transnational relations, classrooms in the remotest and smallest places of the world are becoming more diverse with students from different language/cultural backgrounds. Teachers cannot always be expected to know the backgrounds of these students or predict their learning goals and interests. Yet, they face the challenge of accommodating their students' norms and values in their learning of English. To demonstrate the challenges in undertaking this mission, I narrate an example from my own teacher research. I show how a student from Japan developed her own voice and style in her literacy, in the context of a pedagogy that provided safe spaces for students for negotiation. The teacher adopted the role of a facilitator of classroom ecological affordances rather than an expert with prescriptive learning agendas. I demonstrate how this experience helped the teacher correct his own stereotypes of students and attain a more complex orientation on academic literacy.

Biodata

Suresh CANAGARAJAH is the Edwin Erle Sparks Professor and Director of the Migration Studies Project at Pennsylvania State University. He teaches World Englishes, Second Language Writing, and Postcolonial Studies in the departments of English and Applied Linguistics. His early education and teaching was in the war-torn region of Jaffna, Sri Lanka. He has taught before in the University of Jaffna and the City University of New York. His book *Resisting linguistic imperialism in English teaching* (OUP, 1999) won Modern Language Association's Mina Shaughnessy Award for the best research publication on the teaching of language and literacy. His subsequent publication *Geopolitics of academic writing* (UPittsburgh Press, 2002) won the Gary Olson Award for the best book in social and rhetorical theory. His study of World Englishes in writing pedagogy won the 2007 Braddock Award for the best article in the *College Composition and Communication* journal. His most recent publication is *Translingual practice: Global Englishes and cosmopolitan relations* (Routledge, 2013), which won the 2014 BAAL best book award and MLA's Mina Shaughnessy Award. Suresh is a former editor of *TESOL Quarterly* and a past President of the American Association of Applied Linguistics.

PARALLEL SESSION 1

Engagement strategies in online video for academic writing

Michael TOM, *Hong Kong Polytechnic University*

Keywords: academic writing, blended learning, engagement, video, animation

Abstract

Online video has been instrumental in the growth of blended learning, MOOCs, and teaching approaches such as the flipped classroom. As the use of online video in teaching and learning has grown, two major concerns have arisen: First, Are students watching the assigned videos? And if they are watching, How engaged are students with the content in the videos? Learners can very easily start a video, but how is a teacher to know if students are paying attention and comprehending the content? Research in online teaching and multimedia design has identified general principles that can help teachers increase learner engagement and understanding in their videos (Guo, Kim, & Rubin, 2014; Mayer, 2009). However, individual classroom teachers with limited time and resources still need more options to fully leverage the medium. This presentation will examine the use of online video in a writing-focused EAP course for first-year undergraduate students at a university in Hong Kong. Two strategies were used to increase student engagement: 1) embedding online questions directly into videos to increase interactivity and check understanding 2) using purpose-made animation to explain writing concepts in a more novel manner. A combination of questionnaires, assessments, and viewer analytics were used to gather data on learner engagement and comprehension. The benefits, drawbacks, and challenges of these strategies will be discussed, along with implications for the future.

Biodata

Michael TOM is an Instructor in the English Language Centre at The Hong Kong Polytechnic University. He has taught EFL/ESL to adult learners in China, Taiwan, Hong Kong, and the United States. His interests include curriculum design, educational technology, TBLT, and learner motivation.

PARALLEL SESSION 2

Teaching English composition: voices and views of college teachers in the Philippines

Maria Luz Elena N. CANILAO, *Ateneo de Manila University, Philippines*

Michelle PATERNO, *Ateneo de Manila University, Philippines*

Marianne PERFECTO, *Ateneo de Manila University, Philippines*

Keywords: monolingual/translingual orientation, composition classroom

Abstract

Tollefson (2007) questions the standard language ideology that isolates students' home languages and other varieties of English from the academic domain. He presents studies that show the cognitive, pedagogical, and social benefits of using them in ELT classrooms. Mahboob (2010) opposes the same monolingual partiality that marginalizes non-native speakers of English and proposes an alternative perspective in ELT. Canagarajah (2013), in the same light, advocates moving away from a monolingual tradition in ELT to a translingual orientation that considers languages as complementary. In multilingual settings such as the Philippines, the English composition classroom may either offer students the opportunity to enhance their translingual competence or provide them the venue to immerse themselves in conventional writing norms. To what extent is the teaching of writing in a Philippine tertiary institution reflective of a monolingual or translingual position? How do the teacher-participants teach writing? What are the underlying assumptions that guide their practice? This presentation explores these questions and describes the practices, principles, and perspectives of novice teachers in a private university in the country. It examines their assumptions in teaching writing and unveils the underpinnings that guide their beliefs. It shows a glimpse of how English is taught at the tertiary level and presents new insights that may be considered in language planning and policy, teacher education, and materials development.

Biodata

Maria Luz Elena N. CANILAO is an Assistant Professor at the Ateneo de Manila University. Her works focus on multilingual education; language planning and policy; language teaching principles and practices; and materials development.

Michelle G. PATERNO is an instructor of the Ateneo de Manila University in the Philippines. She has been teaching both graduate and undergraduate courses in literature and composition for over a decade. Her research interests include critical literacy as well as teaching reading and writing in ESL contexts.

Marianne Rachel G. PERFECTO is an Associate Professor of the Ateneo de Manila University, Philippines. Her research interests are in the area of teacher cognition, ELT reading and writing, with particular focus on critical literacy.

PARALLEL SESSION 3

Teaching invisible culture in ESL classrooms: new methods and materials

Lauren SADOW, *Australian National University*

Keywords: natural semantic metalanguage (NSM), cultural scripts, invisible culture

Abstract

Invisible culture refers to those aspects of culture that cannot be easily discerned by either second language learners or native speakers. These aspects typically include the underlying values, attitudes, and beliefs of a culture. Many scholars have stressed the need for learners to acquire knowledge of invisible culture (e.g. Lo Bianco and Crozet, 2003), but to date, virtually no systematic and concrete plans for how to actually approach this task have been developed. The lack of tools and methods has created difficulties for both native and non-native teachers of English. This paper proposes that the Natural Semantic Metalanguage (NSM) and the theory of cultural scripts are useful tools in ELT (Goddard, 2004), through which resources for teachers and learners can be developed. This paper will attempt to bridge the gap between linguistic theory and pedagogical need by introducing the complementary methods of NSM and cultural scripts. In particular it will demonstrate how they can be applied to teaching and methods for teaching with them, discuss how materials can be developed from the theories, and finally, examine materials currently in development for classroom use.

Biodata

Lauren SADOW is a PhD candidate at the Australian National University. She holds a Masters in Applied Linguistics (TESOL) from the University of New England. Her current project is the development of a cultural dictionary for learners of Australian English, using the Natural Semantic Metalanguage, Minimal English and Cultural Scripts.

PARALLEL SESSION 4

When east meets west: a cultural perspective on the use of collaborative learning in the Chinese the EFL context

Lin LIN, *National Research Centre for Foreign Language Education, China*

Keywords: Chinese culture, collaborative learning, dilemmas, qualitative inquiry

Abstract

Collaborative learning instruction has been widely debated and researched in the disciplines of second language acquisition (SLA) and education (for example, Delucchi, 2006; DiNitto, 2000; Gokhale, 1995; Lin, 2015). These debates have been largely concerned with the extent to which this instruction has brought significant impacts to students' learning. Less attention, however, has been focused on dilemmas by considering the social mores - the fabric of cultural and educational niche, with teaching and learning, especially when this instruction is adopted in Chinese Higher Education (HE) EFL classrooms. Drawing on data sources from students' written reflections, post-hoc interviews and observational field notes, this study presents findings from 60 Chinese English major students, trying to scrutinize how culturally sensitive and responsive this western construct is received in the Chinese context and the extent to which the Chinese culture of learning can embrace CL. The findings indicate that, the complex nature of Chinese EFL teaching together with power differentials, and the inextricable connections with Chinese *guanxi* as unique communicative tie all affected CL implementation. Based on these findings, the study paves new perspective on pedagogical considerations for teacher-educators interested in collaborative learning implementation.

Biodata

Lin LIN holds a Phd in Educational & Applied Linguistics, Newcastle University, UK. She is currently working at National Research Centre for Foreign Language Education, BFSU.

PARALLEL SESSION 5

Investigating the effect of teaching embedded rebuttals on students' argumentative essays

Jonathan TANG, *National University of Singapore*

Sirinut SAWATDEENARUNAT, *National University of Singapore*

Jeffrey MOK, *National University of Singapore*

Keywords: argumentation. embedded rebuttals. science communication. rhetoric and composition. teaching in Higher Education

Abstract

The centrality of rebuttals in successful arguments is well documented in research on argumentation (Leitao, 2003; Nussbaum & Kardash, 2005; Onoda, Miwa & Akita, 2015), but less well understood are the contribution of embedded rebuttals to argumentative cogency, the pedagogical value of teaching embedded rebuttals, and how best to teach them. Embedded rebuttals are rhetorical acts of anticipation and response that writers perform as part of developing a larger argument that justifies their thesis. This study begins from the hypothesis that teaching embedded rebuttals leads to more cogent argumentative essays. The context is a first year writing course on science communication (Ng et. al., 2014) in which undergraduates are required to write an argumentative essay as their major assignment. Teaching of embedded rebuttals took the form of (1) Class Instruction, and (2) Conferencing. Our research questions are: (1) Is there a difference in the scores of essays that contain embedded rebuttals compared with essays that do not contain embedded rebuttals for each stage of the teaching methodology? (2) Is there a correlation between essay scores and essays that contain embedded rebuttals? To ascertain if teaching embedded rebuttals is beneficial for students' argumentative cogency, 50 essays containing embedded rebuttals are selected from AY2015-16 Semester 1 of the course (experimental group). These are compared with another 50 essays that do not contain embedded rebuttals from AY2014-15 Semester 2 (control group). Embedded rebuttals were not taught in the course that generated the control group. Qualitative evidence from a close study of selected essays will be presented to substantiate the quantitative findings, and the implications for teaching pointed out.

Biodata

Sirinut SAWATDEENARUNAT teaches a science communication module at the Centre of English Language Communication, National University of Singapore. Her research interests are in the areas of ELT pedagogies, English for Specific Purposes, multiliteracies and online literacies.

Jonathan TANG teaches critical thinking and science communication courses at the Centre of English Language Communication, National University of Singapore. His research interests are in the area of disciplinary discourses and argumentation.

Jeffrey MOK teaches science communication courses at the Centre of English Language Communication, National University of Singapore. His research interests are in the areas of educational impact studies, e-learning, curriculum design, assessment, and multimodal learning.

PARALLEL SESSION 6

Double construction in translation and its effectiveness as a learning tool

Bing LV, *Shanghai International Studies University (SHISU), China*

Keywords: pedagogy, cognitive translatology, SLA

Abstract

According to cognitive semantics, a language user, while conceptualizing a situation, will make his choice from different parameters or dimensions to describe the mental imagery which represents the structure of the situation. This is what people refer to as "construal" (Langacker 1987: 487-488; Langacker 1999: 206; Croft & Cruse 2004/2006: 40-73). An expression imposes a particular construal, reflecting just one of the countless ways of conceiving and portraying the situation in question. In this sense, translation can be interpreted as a process of re-conceptualization in the new context, a process of recreation by a translator, a process of cognitive construction through meaning reconstruction, during which a translator, in order to accomplish the task, mobilizes all his cognitive resources to create new meanings. Thereby, informed by Swain's (1995, 1998) Comprehensible Output Hypothesis, Levelt's production model (cited from de Bot 1996: 535-536) and VanPatten's SLA process model (cited from Dai and Dai 2010: 25), translation, if taken as a tool for learning English, is very effective for integration of language knowledge. Learning is mediated by the process of meaning reconstruction, with grammatical knowledge as well as lexical items available in the long term memory of learners and such facilitators as dictionaries or corpora scaffolding it. Further, if it can be followed by the activity of languaging through group or class discussion, then teacher and peer help are two other scaffolding forces. On the whole, students' awareness and attention at the level of understanding, will be increased, which, as is argued by Schmidt and Frota (1986:311), involves learners' subjective experience of drawing form-meaning. Such mapping engages learners in more advanced level of cognitive processing and increases the likelihood of the conversion of input into comprehended intake.

Biodata

Bing LV received her master diploma as an English major from Shanghai International Studies University (SHISU) and after graduation worked as a college English teacher for five years, during which she was promoted to the professional title of Lecturer. She is now a full-time doctoral student in SHISU.

PARALLEL SESSION 7

Maximising peer-assisted learning- enhancing the training of writing tutors

Deborah CHOO, *National University of Singapore*

Peggie CHAN, *National University of Singapore*

Keywords: Writing, Peer-assisted learning, Peer Teaching

Abstract

Peer-assisted learning (PAL) applies a multi-pedagogical approach to higher education and one of the manifestations of PAL is writing centres that are conducted by peer tutors. These centres are founded upon the idea that students learn from sources beyond the teacher and the classroom and they support writing development in students of all disciplines (North, 1984). Hence, these centres help overcome the institutional constraints of staff limitations and the overwhelming need for tutorial support. Since the selection processes does not presume the presence of innate teaching skills, support for these tutors is essential to the success of the programme (Leahy, 1990). Currently, the writing centre described in this paper holds a one day foundational workshop for tutors at the beginning of each semester. Hence, a review of 17 peer tutor's reflections on a peer tutoring experience was undertaken from September to November 2014, to examine the strategies these tutors employed, in order to surface a compendium of skills for enhanced training. The study had these objectives- to study the strategies used by peer tutors and to surface the challenges they face for the purpose of adapting future training. It used the following instruments: recordings of peer-to-peer consultation sessions (with transcriptions), peer tutor's reflections on the consultation and mentors' feedback to peer tutors. The study found that peer tutors used a range of strategies to coach their peers in their writing, including: addressing higher order reasoning and identifying localized grammatical concerns. Commonly identified challenges included lack of confidence with addressing grammar issues and lack of familiarity with academic genres outside of their own discipline.

Biodata

Deborah CHOO is an Instructor and Course Coordinator at the Centre for English Language Communication, National University of Singapore. She currently teaches English to international students in the Yong Siew Toh Conservatory of Music. Her research interests include vocabulary development and overcoming learning plateaus**.**

Peggie CHAN is Senior Lecturer at the Centre for English Language Communication, the National University of Singapore. She teaches oral communication at the Faculty of Engineering and critical thinking on a cross-faculty module. Her research interests include embedding, analysis of writing and critical thinking.

PARALLEL SESSION 9

Developing a strategic task-based curriculum in CLT: a practitioner's insights

Sylvia SIM, *National University of Singapore*

Keywords: CLT, communicative competence, task design, learning experiences

Abstract

From the Audio-lingual Method to the Communicative Language Teaching (CLT) approach, language-teaching methodologies have taken various forms, and are shaped by different contexts. There is a need to synthesize elements from various approaches to create a curriculum that effectively addresses learners' needs in unique learning contexts. In this post-methods era, Littlewood (2012) advocates that theory, research and practice work together. This presentation shares how tasks can be strategically designed to enhance learning from a practitioner's perspective. According to Savignon (2007), "the essence of CLT is to engage learners in communication in order to allow them to develop their communicative competence" (p. 209). Task design plays a pivotal role in helping learners hone their communicative competence. This paper, presenting the results of a case study involving EFL learners in a tertiary environment, argues that learning outcomes are enhanced when elements of a task (sub-tasks) are strategically sequenced to provide varied learning experiences, and maximize learning opportunities. Strategically designed tasks develop students' communicative competence by enhancing "interactivity, interpersonality, interculturality and inter-modality" (Chris Candlin, 2013).

Biodata

Sylvia SIM has been teaching academic writing and business communication courses at various tertiary institutions for the past 15 years. She has developed curriculum for undergraduate and post-graduate courses. She has a post-graduate diploma (in Education), and an MA (in Education).

PARALLEL SESSION 10

Identity, Global English, and grassroots connectivity in ELT

Iswari PANDEY, *California State University, Northridge, USA*

Keywords: grassroots, Global English, caste, identity

Abstract

Scholars of Global English either celebrate the emergence of a global lingua franca (Crystal, 2003; Graddol, 2006) or see in it an enactment of a grand design to destroy the world's languages (e.g., Phillipson, 1992). Pennycook (2007) has offered an alternative model of studying global Englishes by focusing on a form of a transnational culture, namely, the circulation and appropriation of hip-hop across cultures. In any case, World Englishes scholars attend to the "adaptation and non-conformity" of English (Widdowson, 1997, p. 140) to study its spread, but those studies often create typologies of national varieties that do not reflect the dynamics of the circulation and uses of English within a given country. This presentation offers an alternative model of studying and teaching English by directing our attention away from national models and unmoored circulations to marginal(ized) pedagogies and sites where versions of "global" Englishes are produced and reproduced. The curricular, pedagogical, and social function of "vernacular" Englishes, as I call them, upends notions of a global English or even a national English and opens up possibilities for studying Englishes in their pluralities. After a brief theoretical overview, which builds on a multi-year, large-scale study of the teaching-learning of "remedial" English for students of marginalized castes at Indian universities and technology institutes (also in relation to ELL/basic writing in the USA), I describe how a student-initiated grassroots initiative re-cast(e)s ELT, and demonstrate how materials and practices from such sites call for recognizing and appreciating grassroots connectivity and a vernacular approach to ELT in a multilingual world.

Biodata

Iswari PANDEY directs the English Program in Business and Professional Communication at California State University, Northridge. He is currently finalizing his second book, *Global English, remedial English: caste, class, nation*. He has published *South Asian in the Mid-South: Migrations of literacies* (2015) and several articles and book chapters.

DAY 1 (Wednesday) ~1140 – 1210; Seminar Room 3

What kind of thinking is critical and how might CLIL develop academic writing that reflects this?

Mark BROOKE, *National University of Singapore*

Keywords: CLIL, critical thinking, semantic waves, action research

Abstract

Szenes, Tilakaratna and Maton (2015: 573) argue that in higher education today, it is unclear what kind of thinking is critical. They also posit that it is not sure how critical thinking informs students' academic writing. The authors go on to present how Legitimation Code Theory (Maton, 2013; 2014), and in particular semantic density and semantic gravity (the degree to which knowledge relates to context) can be used as conceptual tools in the form of semantic waves to help students to understand and apply sound knowledge principles to develop critical thinking and academic writing. Furthermore, Maton's (2013; 2014) concepts can enrich existing critical thinking taxonomies such as Ennis' (2011a) taxonomy of critical thinking dispositions (2011a) to inform syllabus design. The talk reports on action-based research over three semesters situated in two Content and Language Integrated Learning (CLIL) courses at the CELC, NUS for first and second year undergraduates from multi-disciplinary backgrounds. These are entitled Sport and Competition and Sport and Socialization and focus on engaging students in suitable lines of inquiry as well as developing critical thinking and academic writing skills. The presentation analyzes how students used the notion of semantic waves to inform their writing; and finally, reports on students' views about this strategy. It is hoped that this talk will engage likeminded higher education professionals in discussion about the complexities of CLIL and critical thinking education, and perhaps lead to collaborations in this developing field.

Biodata

Mark BROOKE holds the Trinity diploma (TESOL), an MA (Bordeaux), MSc in TESP (Aston) and an EdD from Durham. He has taught language students in the UK, France, PRC and Italy and language teachers in Hong Kong. He is Lecturer at the CELC, NUS, and his most recent publications are in Sport Sociology and CLIL.

PARALLEL SESSION 12

Using E-portfolios to enhance students' ability to self-regulate their writing performance

Misty COOK, *National University of Singapore*

Keywords: EAP, collaborative learning, collaborative learning and student feedback

Abstract

This research project evaluates the effectiveness and efficiency of learners using an e-portfolio as a platform to commit to self-regulated/independent learning by maintaining a record of their work. In this project, students monitor, provide feedback and reflect on their writing performance in process writing as a way to promote higher-order thinking.

Ample research has substantiated students' positive perceptions, attitudes and behaviour when using an e-portfolio to support their learning and assessment (Lopez-Fernandez & Rodriguez-Illera, 2009). E-portfolios can foster active learning and motivate students to learn. More importantly, students believe that the process of providing, receiving and responding to feedback can allow them to critically evaluate writing, and that the whole feedback process is much easier to maintain and share on an electronic platform (Barrett, 2007; Barbera, 2009; Chang et al., 2012, 2013). However, the existing research that focuses on students' academic successes in writing, reading, listening and speaking and vocabulary using portfolio are predominantly based on measures of students' perceptions rather than students' actual academic performances (Büyükdumana & Şirina, 2010; Baris & Tosun, 2013). Therefore, the project aims to examine:

- the extent to which learners rely on their own self-regulated learning, ownership and maintenance of their work to improve on their writing; and
- the aspects of students' writing that change through giving, receiving and responding to peer and instructors feedback via the use of e-portfolio.

This presentation will discuss the rationale for the research, design and methodology, and preliminary findings taken from pre-course/post-course surveys of attitudes, and student reflections.

Preliminary results show students benefit from giving and receiving peer feedback in the EAP course. Though students reported that peer feedback was not commonly practiced in other courses, they recognised the value of keeping e-portfolios and would continue to monitor their own work in their e-portfolios.

Biodata

Misty COOK is a Lecturer at the Centre for Language Communication, National University of Singapore. She is currently teaching an English for Academic Purposes module, and has strong interests in using technology to strengthen an inside-outside class continuum in students' learning.

DAY 1 (Wednesday) ~ 1140 – 1210; Seminar Room 5

PARALLEL SESSION 13

Using popular science to enhance science communication: an ESP perspective

Sirinut SAWATDEENARUNAT, *National University of Singapore*

Jonathan TANG, *National University of Singapore*

Jeffrey MOK *National University of Singapore*

Keywords: ESP, Popular Science, Science Communication

Abstract

The field of English for specific purposes (ESP) has emerged as a trend in English language teaching to specifically address the needs of students. For Science students, their communication needs extend beyond lab reports and conversations among the experts (Ng et al., 2014). It is the intent of NUS that the Science graduates develop the ability to communicate with the wider public and collaborate with scientists from other disciplines. A new module-ES/SP1541 Exploring Science Communication through Popular Science, was developed and became a compulsory module for all Science students. Popular science was introduced as a core reading of the course to develop communication skills and to instil their habit of readings, especially in science-related topics. Popular science has been widely used to engage the public with science-related topics (Hyland, 2009). However, it has not been established how popular science can reconcile the academic needs in terms of oral and written communication in the context of ESP and the needs for skills to engage the public. This study seeks to examine how the chosen genre help students to achieve the course objectives specifically- to develop the habit of reading in science-related topics. A mixed method was used to collect data over two semesters and the data collection tools include questionnaire, written learning reflections and semi-structured interviews. The results regarding students' use of popular science in enhancing their reading habits will be presented. The implications of the study in addressing students learning needs will be also be highlighted in the presentation.

Biodata

Sirinut SAWATDEENARUNAT teaches a science communication module at the Centre of English Language Communication, National University of Singapore. Her research interests are in the areas of ELT pedagogies, English for Specific Purposes, multiliteracies and online literacies.

Jonathan TANG teaches critical thinking and science communication courses at the Centre of English Language Communication, National University of Singapore. His research interests are in the area of disciplinary discourses and argumentation.

Jeffrey MOK teaches science communication courses at the Centre of English Language Communication, National University of Singapore. His research interests are in the areas of educational impact studies, e-learning, curriculum design, assessment, and multimodal learning.

PARALLEL SESSION 14

Reflective teaching: lessons learned from ELT teachers from the Philippines

Jerico ESTERON, *De La Salle University, Philippines*

Paolo Niño VALDEZ, *De La Salle University, Philippines*

Jocelyn A.S. NAVERA, *De La Salle University, Philippines*

Keywords: reflective teaching, Philippine education

Abstract

Reflection is an essential dimension of effective teaching. It prompts classroom teachers to subject themselves to a process of self-observation or self-evaluation. By reflecting on what they do in the classroom, teachers specifically explore their teaching practices and beliefs and whether these, indeed, work. This may lead teachers to continue or modify their teaching strategies for the improvement of their class. Though it is argued that much of reflective teaching stems from contextual factors that influence the teacher's decisions in the class, there is, however, a growing body of work that aims to investigate the cognitions of teachers. Grounded on the notions of reflective practice (Kumaradivelu, 2003; Freeman, 2002; Borg, 2003), this paper shares findings from a case study conducted in the Philippines. The study first presents challenges teachers face in the Philippine education system in terms of actualizing reflective teaching. Using a case study approach among teachers taking a master's class on English Language Teaching (ELT) issues, the presentation then proceeds to discuss the teachers' views on reflective teaching and the existing challenges faced in actualizing this practice in their respective contexts. Finally, the presentation identifies contrasting views of teachers about existing theoretical viewpoints on reflective teaching that may serve as potential areas for further investigation. The teachers' full awareness of the process and benefits of reflective teaching reveals that there is agency on their part to maintain the practice of reflective teaching. On the other hand, they admit that they are encumbered by administrative processes that turn reflective teaching into a mere requirement.

Biodata

Jerico ESTERON is a Lecturer of English at the Department of English and Applied Linguistics, De La Salle University, Manila, Philippines. He holds a BA and MA degrees in Language and Literature from the University of the Philippines Baguio. His research interests include sociolinguistics and pedagogy.

Paolo Niño VALDEZ is an Associate Professor of English at De La Salle University, Manila, Philippines. His publications have appeared on the *Malaysian Journal of Learning and Instruction*, *Asia Pacific Education Researcher* and *Reflections in English Language Teaching*. His research interests include Critical Applied Linguistics and Contemporary Sociolinguistics.

Jocelyn A.S. NAVERA has a BA and an MA degree in English Studies Major in Language from the University of the Philippines - Diliman. She is currently taking her PhD in Applied Linguistics at De La Salle University - Manila. Her research interests include codeswitching, stylistics, and translation.

PARALLEL SESSION 15

Chinese university EFL learners' vocabulary learning strategies

Li LI, *Harbin Institute of Technology, China*

Keywords: Chinese culture, collaborative learning, dilemmas, qualitative inquiry

Abstract

Compared with vocabulary learning by EFL learners in secondary schools in China, the task becomes more challenging at the tertiary level, because of the greatly reduced classroom instructional hours, the great numbers of words to learn, the depth of the word knowledge required, and the lower frequencies of many target words. Therefore, it is important for Chinese university EFL learners to have productive vocabulary learning strategies (VLSs) at disposal so that they can better cope with this challenging and seemingly never-ending task, especially when how this task is completed determines to a large extent how successful one is at learning the English language. However, it was hypothesized that the lower-proficiency learners would lack effective VLSs and/or use unproductive ones. To test this hypothesis, a VLSs questionnaire was distributed to 249 EFL learners at a Chinese university to assess their use of 19 groups of VLSs. Quantitative analyses of the data revealed that the lower-proficiency learners reported using one group of unproductive VLSs—Visual Repetition—significantly more frequently, and three groups of productive VLSs, namely Self-initiation, Immediate Context, and Extended Dictionary Strategies, significantly less frequently than the high-proficiency learners. Based on these results, it is argued that vocabulary learning strategic knowledge should be imparted to students explicitly at Chinese universities.

Biodata

Li LI has a Master of Arts (Applied Linguistics), awarded by Harbin Institute of Technology in 2004 and a Master of Arts (Applied Linguistics), awarded by Nanyang Technological University in 2009. She is currently a Lecturer at Harbin Institute of Technology.

PARALLEL SESSION 17

Communication demands faced by experienced Hong Kong professionals: Implications for higher education

Clarice S. C. CHAN, *Hong Kong Polytechnic University*

Keywords: Business English; professional communication

Abstract

In order to inform English language curricula in higher education, studies have been conducted to understand graduates' English language and communication needs upon entering the workplace (e.g. Lehtonen & Karjalainen, 2008; Taillefer, 2007). Few studies, however, have focused on experienced professionals and the communication demands that they face in workplaces where English is used. To develop English language curricula that can address learners' long-term needs, it is necessary to understand the English language demands that professionals face as they move up in rank. In this presentation, I show findings from several case studies of Cantonese-speaking Hong Kong professionals who are at middle or senior management level, focusing in particular on the changes in the communication requirements in the course of their career and the difficulties they encounter when using English at work. It emerges that, as these professionals move up in rank, the communication demands that they face become rather different from those faced by novice professionals. These findings have implications for ELT pedagogy in higher education in terms of language curriculum design, work-integrated learning and the promotion of learner autonomy. Such implications will be discussed at the presentation, with suggestions for ELT practitioners in higher education.

Biodata

Clarice S. C. CHAN is co-editor of *TESOL's new ways in teaching Business English* (2014), which was a finalist in the British Council's 2015 ELTons Award (Innovation in Teacher Resources Category). She conducts research at the Hong Kong Polytechnic University on business English, professional communication and research-informed pedagogy.

DAY 1 (Wednesday) ~1330 – 1400; Seminar Room 2

PARALLEL SESSION 18

Improving speaking ability of EFL students through debate and peer assessment

Umar FAUZAN, *IAIN Samarinda, Indonesia*

Keywords: speaking, CAR, debate, peer assessment

Abstract

The objective of the study was to implement the debate technique and peer assessment to improve the third semester student's speaking ability. This study employed classroom action research, done in two cycles. There were four meetings in each cycle; three meetings were for implementing debate in the teaching of speaking and one meeting was for conducting a speaking test. The instruments used to collect the data were: (1) an observation checklist, (2) field-notes, (3) score sheets, and (4) a questionnaire. The research results showed that the criteria of success had been reached. Two aspects were determined as the success criteria: score improvement and classroom atmosphere. Results also indicated that students could gradually express their thoughts and opinions in debate practice. This activity also encouraged the students' creativity to explore the language, since they were asked to develop their arguments from certain motions. The motions were from within their experience, so that they would find it easy to speak on the topics. The results indicated that by practicing speaking in the debate practice, they improved their fluency as well as their confidence. The results of the speaking test suggested that the students had made some progress: the average scores rose from 60 in the pre-test, to 69 in cycle 1 and 75 in cycle 2. These scores indicated an increasing ability to move from 'fair' to being 'good'. The presentation concludes that the debate and peer assessment can improve the speaking ability of the English department students of IAIN Samarinda.

Biodata

Umar FAUZAN is a Lecturer in the Department of English in the Faculty of Education and Teacher Training at IAIN Samarinda, Indonesia. His main publication and research interests are in language teaching methodology, English skills, and Discourse studies.

PARALLEL SESSION 19

A survey of pure math PhD theses: implications for pedagogy in academic writing

LEE Ming Cherk, *National University of Singapore*

Keywords: thesis writing, academic writing

Abstract

Most textbooks on research writing prescribe an organization that is based on the traditional IMRD (Introduction, Method, Results and Discussion) macro-structure, even though there are many variations, all of which depend on disciplinary conventions (Lin and Evans 2011; Paltridge 2002; Posteguillo, 1999; and Yang and Allison, 2004). Research writing in pure mathematics, which involves numerical reasoning and which contains elements (namely, notations, lemmas, definitions and proofs) that are found only in its discipline, is such a case (Kutteva and MacGrath, 2013). The terse writing style, the less-than-straightforward interweaving of mathematical equations and discussions, and the use of technical terms all make the pure math thesis very unique. This paper considers the linguistic and discourse patterns in pure mathematics. It shows how extended texts tend to concentrate on the introduction and conclusion sections, and how specific themes and functions (e.g. assumptions, conditions, inferences, extensions, limitations) consistently appear. The information will help EAP teachers to better tailor their teaching to meet the needs of graduates in the pure math discipline.

Biodata

LEE Ming Cherk is a Lecturer at the Centre for English Communication, National University of Singapore. Her academic interests include language policy, quality and change management, peer conferencing, raising grammar awareness through writing, the social media, student engagement and more recently, discourse analysis of postgraduate writing.

PARALLEL SESSION 20

Incorporating *Subak* into the ELT Department: an introduction to Greening EFL

PUTRI Agung, *Mahasaraswati University of Denpasar, Indonesia*

Keywords: Subak, greening EFL, photovoice, digital storytelling

Abstract

Environmental degradation has recently become the most horrifying issue faced by global citizens. As it is everyone's problem, environmental education is seen as one of the effective strategies which may sustainably foster the youth's environmental awareness. Thus, the current goal of English Language Teaching (ELT) is not merely about developing our students' communicative skills but also about nurturing their sense of responsibility within the local and global contexts. Greening the EFL can be done by applying a concept called "learnscapes" which allows students to experience nature as they are involved in an outdoor language learning (Alter, 2015). This paper focuses on learnscapes, i.e., introducing issues on Balinese heritage and local environment, called *subak*, to prospective English teachers in the ELT Department at Mahasaraswati University of Denpasar. Considered a cultural operational institution of Balinese agriculture, *subak* is also a way to inherit cultural values of farming from generation to generation (Surata and Wiguna, 2008). Given their potential roles as environmental educators, prospective English teachers need to be fully aware of this local environmental practice and the challenges it faces. One way of doing so is through photovoice activities which require them to take pictures and provide accompanying narratives (DiCicco, 2014). They are then asked to create a digital story about *subak* for children with the help of smartphones, cartoons and photographs. The paper shows that students' creativity is stimulated as they provide personal voice and meaning to local cultural content. It also demonstrates the potential of incorporating environmental education in ELT.

Biodata

PUTRI Agung works for Mahasaraswati University of Denpasar as an Assistant Lecturer. She has presented her papers in national and international conferences. She earned a CamTESOL Presenter Grant in 2015. Her research interests are on materials development, greening EFL, and culture-based EFL.

DAY 1 (Wednesday) ~1330 – 1400; Seminar Room 5

Using autoethnography to investigate interculturally informed language teaching

Fenty Lidya SIREGAR, *Victoria University of Wellington, New Zealand*

Keywords: intercultural, English, autoethnography, tertiary education

Abstract

Fourteen years ago, the Council of Europe endorsed the European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). CEFR led the way in promoting intercultural informed language teaching as a means for cultivating (inter)cultural skills, knowledge, attitude, and awareness including tolerance, pluralism, and social justice. Reflecting on this, I used autoethnography to investigate interculturally informed language teaching in an Indonesian tertiary classroom. The data sources included records of my autobiography, my reflective teaching practices, my reflective journal, and interview data, reflections and written work from students. Specifically, in this paper presentation, I will outline the nature of autoethnography and why I chose to use it for my study. It continues with my reflections on a range of social, educational, and cultural experiences which led to my commitment to take an intercultural stance. Then, I will discuss some of the findings from my study that contain experiences and reflections of conducting a one-semester interculturally informed language teaching in an Indonesian tertiary institution. I will conclude the talk with implication for teachers, teacher educators, and policy makers regarding how intercultural teaching in practice and what it means to be an intercultural learner and teacher in Indonesian tertiary education.

Biodata

Fenty Lidya SIREGAR attained her master's degree from De La Salle University in the Philippines majoring in English Language Education. She is a Ph.D. candidate at School of Linguistics and Applied Language Studies, at Victoria University of Wellington. Her research interests include teachers' beliefs, intercultural communicative competence, and language policy.

DAY 1 (Wednesday) ~1330 – 1400; Seminar Room 6

PARALLEL SESSION 22

Rethinking reading instruction: A content approach to decomplexify comprehension of upper-register texts

Maria Luisa SADORRA, *National University of Singapore*

Keywords: reading instruction, comprehension, content approach, teaching practices, reading and discussion

Abstract

Various views of reading have explained text processing and influenced comprehension instruction (Bernhardt & Kamil, 1995; Coady, 1979; Goodman, 1968; Hedgcock & Ferris, 2009; Rumelhart, 1977; Stanovich, 1980). The shift from hierarchical to compensatory views of text processing has revalued constitutive elements of comprehension instruction, generating a revisionist view of how comprehension can be taught (Bernhardt, 2011). In this session a content approach, aligned with the revisionist view, which utilizes teacher integration of reading and discussion, probes into reader knowledge sources, and introduces text structure, will be presented within the context of a writing module on ideas and exposition for first year university students reading upper-register texts. The module which is content specific focuses on a disciplinary topic and is described as rhetorically intensive. The presenter shares how structured discussions are utilized towards gathering information for shaping practices meant to have readers manage making sense of their reading assignments. The presenter shows how a particular discussion reveals reader text processing—what student readers do when they read and reconstruct a text—and how this is integrated into teaching practices displayed in different modalities. Participants leave with an understanding of how practices are shaped and negotiated to constitute an approach that accommodates different reader groups (e.g., successful/less successful, confident/less confident) in multiple classes.

Biodata

Maria Luisa SADORRA teaches the *Ideas and Exposition module* on public persona and self-presentation at University Town, National University of Singapore. Prior to teaching IEM, she taught academic writing courses for undergraduate and postgraduate students, faculty-based embedded courses, and intensive English courses for international students.

PARALLEL SESSION 23

Designing input-based-materials for Indonesian EFL learners

Luluk ISWATI, *Universitas Muhammadiyah Yogyakarta, Indonesia*

Lanoke Intan PARADITA, *Universitas Muhammadiyah Yogyakarta, Indonesia*

Daisy Rizqi PUTRI, *Universitas Muhammadiyah Yogyakarta, Indonesia*

Ika Wahyuni LESTARI *Universitas Muhammadiyah Yogyakarta, Indonesia*

Keywords: Input-based, materials-design, criteria

Abstract

This paper discusses the importance of affective values in designing materials for the basic level module for Indonesian EFL learners. First, it describes the research conducted by a team of Indonesian teachers to design effective and appropriate materials for selected units of the said module. Second, it offers reflections on what emerge as essential criteria in the design of materials. The paper specifically surfaces how teacher and student feedback on the materials inform existing criteria on materials design.

The study generated the main data through needs analysis and collecting feedback from teachers and students. Interviews and observations were conducted, coded and categorized into themes. A questionnaire was also given and analyzed. The research reveals that the essential criteria used for designing materials for the basic level of EFL learners are intelligibility of audio-materials; difficulty level of vocabulary; materials suitability with learners' age, needs, interest, and learning objectives; and instruction clarity. The findings support Cunningsworth's (1995) and Tomlinson's (2011) criteria in materials design and the importance of providing comprehensible inputs in reading (Krashen, 2004; Mason, 2011) and listening (Renandya, 2013).

The research findings also reveal that consideration for the affective domain (Tomlinson, 2011) motivates the students to learn English and reduces their lack of perceived individual competence caused by their rare encounter and use of English outside the classroom. The paper concludes that in addition to implementing existing criteria in materials design, it is important to incorporate affective values to the materials and their use in the classroom.

Biodata

Luluk ISWATI has been teaching English for over a decade. Currently, she is an Academic Manager and an English Instructor at the Language Training Center of Muhammadiyah University of Yogyakarta, Indonesia. She obtained her master's degree on English Education in 2015. Her research interest is in materials development and teaching strategies.

Lanoke Intan PARADITA is an English Instructor at the Language Training Center of Muhammadiyah University of Yogyakarta. She has been teaching in higher education since 2011. She is now pursuing her master's degree at Sanata Dharma University, Indonesia, and her research focuses on the implementation of ICT in English teaching and learning.

Daisy Rizqi PUTRI is an English Instructor at the Language Training Center of Muhammadiyah University of Yogyakarta, Indonesia. She gained her bachelor's degree from Sanata Dharma University, Indonesia in 2008. Since then, she has been teaching English to young and adult learners. Her research interest is in curriculum design and teaching methodology.

Ika Wahyuni LESTARI is a full time Lecturer of at the English Education Department of Muhammadiyah University of Yogyakarta, Indonesia. She has been teaching English at the tertiary level since 2009. She

earned her Master of English Education in 2015. Her research interest is in second language acquisition and teaching methodology.

PARALLEL SESSION 25

Responding to the needs of in-service English teachers in Japan

Anthony CRIPPS, *Nanzan University, Japan.*

Richard MILES, *Nanzan University, Japan*

Sean O'CONNELL, *Nanzan University, Japan*

Keywords: Japan, material development, teacher training

Abstract

The Japanese government's call for internationalization is helping shape how education is perceived, in particular, the importance placed on English language education (Brown & Iyobe, 2014). In seeking to improve the overall standard of students' English in Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has responded to this challenge. The implementation of the 2013 new Course of Study Guidelines has dramatically changed the pedagogical terrain for teachers at elementary schools, junior high schools, and senior high schools. It is clear that there is a real need to improve the way English is taught in Japan. However, it has been argued that the support structure for English teachers within the public system in Japan is sadly lacking (Tahira, 2012). This presentation focuses on providing practical support for English teachers at junior high schools and senior high schools in Japan. The presenters will outline their plans to provide pedagogical support in three ways: creating practical lectures and workshops which will address the teachers' pedagogical needs; making an online teacher support centre (TSC) which will house teaching videos, audio files, word files, and other support material for teachers to freely access whenever and wherever they like; publishing practical handbooks based on the lectures and workshops. Teachers will always need support to improve their teaching. By responding to teachers' pedagogical needs it is hoped that the workshops, TSC, and handbooks will have a positive impact on their teaching.

Biodata

Anthony CRIPPS is a Professor of English at Nanzan University, Japan. He received his EdD from Exeter University, England. His research interests include learner autonomy, material design, MOOCs, pedagogical innovation and teacher training. His current research project on creating intensive teacher-training workshops is being funded by MEXT.

Richard MILES is an Assistant Professor at Nanzan University. Currently, he is finishing his PhD at Macquarie University, on persuasive techniques used in oral presentations by Japanese university students. His research interests include all forms of action research, and especially those related to teaching, assessing or delivering oral presentations.

Sean O'CONNELL is currently an Associate Professor at the Faculty of Policy Studies, Nanzan University. He received a PhD in Intercultural Communication from the University of Queensland, Australia. At present, he teaches oral communication (advanced level), intercultural business analysis and translating/interpreting skills at Nanzan.

PARALLEL SESSION 26

TCCL: The perspective from a longitudinal study of seven PRC students

FONG Yoke Sim, *National University of Singapore*

Keywords: TCCL, learner characteristics, learning culture

Abstract

The notion of a Chinese culture of learning was introduced to ELT by Cortazzi and Jin (1996). Since then, "the term traditional Chinese culture of learning (henceforth, TCCL) is used to refer to a set of expectations, attitudes, beliefs, values, perceptions, preferences, and behaviours that are considered characteristic of Chinese society with regard to teaching and learning" (Hu, 2003, p. 306). The notion of TCCL has, however, not gone unchallenged and has been debated in ELT over nearly two decades. As part of a longitudinal study on the learner characteristics and the transitions in English language learning of seven People's Republic of China (PRC) students in National University of Singapore (NUS), I investigated the influence of TCCL on their learning journeys. In the data comprising diaries, interviews and an autobiography, the participants alluded to learning experiences with characteristics attributed to TCCL, for example, exam-driven teaching and learning. They themselves also exemplified TCCL characteristics, such as their belief in effort for achievement and the centrality of vocabulary learning. However, the findings also indicate other learner characteristics not associated with TCCL. Thus, TCCL may be foundational but insufficient to explain all the learner characteristics of PRC students. These findings have implications for ELT practitioners and higher education institutions, especially when increasing numbers of PRC students are seeking an English-medium education in study-abroad contexts.

Biodata

FONG Yoke Sim is a Senior Lecturer at the Centre of English Language Communication, National University of Singapore. She has taught Intensive English Courses, Business Communication, EAP, EnglishAssist, Graduate English and other courses at the Centre. Among her research interests are intercultural communication, language education, learner strategies and motivation.

DAY 1 (Wednesday) ~1410 – 1440; Seminar Room 3

Technicism in English language teaching and speech communication education in the Philippines

Gene Segarra NAVERA, *National University of Singapore*

Keywords: CDA, course materials, pedagogical practices

Abstract

In this paper, I offer a brief sketch of speech communication education in the Philippines and discuss how the technicist framework (cf. Beyer 1986; Natale and Doran 2011) animates the pedagogical practices of speech teachers by framing it within the discourse of the knowledge business enterprise (Fairclough 2006). I argue that this technicist framework develops students who are geared to be marketable English speaking commodities that the industry demands from institutions of higher learning. To substantiate my argument, I offer a preliminary critical analysis of selected speech communication textbooks published in the Philippines and used in oral communication classes in universities and colleges. The critical analysis demonstrates how the technicist approach is realized in course materials and two points emerging from the analysis are highlighted in the presentation. The first has to do with the privileging of American English evident in all texts examined. This privileging, I argue, implies the need to develop marketable English speaking graduates demanded by a market driven society. The second is the explicit framing of speech communication education as a means to equip students for business enterprise demands and economistic reasons. I suggest that one of the ways that we can counter this technicist orientation is by revitalizing the notion of speech communication as a liberal art. Such counter-perspective would allow us to emphasize not just skills that are demanded by the industry, but also those that are pivotal in transforming the industry and the society at large.

Biodata

Gene Segarra NAVERA teaches academic writing and communication courses at the Centre for English Language Communication of the National University of Singapore. Before coming to Singapore, he was an Assistant Professor of Communication Arts at the University of the Philippines Los Banos.

PARALLEL SESSION 28

Exploring research topic negotiation and academic identity in postgraduate disciplinary communication

Michelle PICARD, *University of Adelaide, Australia*

Lalitha VELAUTHAM, *National University of Singapore*

Abstract

The internationalization of higher education has accelerated the flow of international students across borders. In addition to large numbers of undergraduate students, there is a growing number of postgraduate students who are pursuing their studies in overseas universities. In order to participate fully in their disciplinary communities, international postgraduate students require intercultural competence. The added challenges of negotiating an appropriate research topic and delineating disciplinary boundaries further underscore the urgency of achieving successful communication outcomes. Studies have shown that research topic development is a complex process that is closely intertwined with the expression of academic identity (Hasrati and Street 2009). Similarly, the supervision relationship is complex with unequal power dynamics where the student needs to demonstrate successful negotiation skills and express their identity as an autonomous researcher (Cadman and Cargill 2007). If the student and supervisor do not share the same linguistic and cultural background, the process could be potentially more challenging.

While much has been written on the supervision relationship and the ideal steps in topic development, less is known about how this process unfolds. Following the analysis of student narratives, this study unravels the issues that dominate research topic negotiation and the expression of academic identity among international postgraduate students. This study is significant because it unpacks the tensions that impact disciplinary communication and brings to surface issues of identity, power and autonomy (Benwell and Stokoe 2006).

Biodata

Michelle PICARD is a Senior Lecturer in the School of Education at the University of Adelaide and coordinates the MEd program. She has a background in Higher Education/Applied Linguistics. She supervises and publishes in the fields of Higher Education, English for academic/specific purposes, online learning, internationalization, and academic literacy.

Lalitha VELAUTHAM is a Lecturer at the Centre for English Language Communication, National University of Singapore. She has a background in Applied Linguistics and publishes in the field of Higher Education. Her research interests include researcher education, academic literacy, internationalization, intercultural communication, media discourse and postcolonial studies.

DAY 1 (Wednesday) ~1410 – 1440; Seminar Room 5

Rhetorical moves in research report introductions by graduate students from China

ZHU Shenfa, *National University of Singapore*

Peggie CHAN, *National University of Singapore*

Keywords: writing, rhetorical moves, research introductions

Abstract

Many contrastive studies have been conducted to compare the rhetorical structure of research article introductions published by writers from different cultural backgrounds (Samraj, 2002; Hirano, 2009; Tessuto, 2015), but few studies have been done to analyse the rhetorical structure in research report introductions written by student writers. This presentation reports an analysis of the rhetorical moves in research report introductions by 27 graduate students from China following the Swales' (1990) CARS model. The aim of this presentation is to ascertain 1) whether these graduate students from a Chinese cultural background and with a limited linguistic competence will employ the same rhetorical strategies in writing their first drafts of the introduction sections, and 2) how much they will improve in their second drafts after receiving corrective feedback from their tutors. The results of the analysis reveal some typical variations in the structure of this genre that might be influenced by both the students' cultural background and limited linguistic competence. It is therefore hoped that this analysis of the rhetorical moves in research report introductions by Chinese graduate students of English will offer some pedagogical implications to help teachers of a similar programme in their course design, materials development and thesis supervision.

Biodata

ZHU Shenfa is Senior Lecturer at the Centre for English Language Communication, the National University of Singapore. He teaches writing and communication skills to undergraduates and academic writing to the graduate students. His research interests include phonetics, phonology and features of Singapore English.

Peggie CHAN is Senior Lecturer at the Centre for English Language Communication, the National University of Singapore. She teaches oral communication at the Faculty of Engineering and critical thinking on a cross-faculty module. Her research interests include embedding, analysis of writing and critical thinking.

PARALLEL SESSION 30

Smart Talk—how academic conversations enable ideas to take flight

TAN Su Hwi, *National University of Singapore*

LEE Gek Ling, *National University of Singapore*

Keywords: academic conversations, English strategies, ESL

Abstract

Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging and negotiating relevant ideas. Unfortunately, academic conversations are rarely taught in many classrooms of higher learning. As part of an effective curriculum, it is important for educators to build in a component where students are trained to maintain a focused, respectful and thoughtful conversation. Zweirs and Crawford (2011) have identified five core communication skills to help English as first language elementary and high school students to hold productive conversations across content areas. These skills include: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing, and synthesizing. However, are these five core characteristics sufficient for English as second language tertiary students? We attempted to weave the cultivation of academic conversation skills into three courses that we taught, covering these points: (1) academic vocabulary and grammar (2) critical thinking skills such as persuasion, interpretation, consideration of multiple perspectives, evaluation and application (3) literacy skills such as questioning, predicting, connecting to prior knowledge, and summarizing and (4) an academic environment which develops respect for others' ideas, equity of voice, engagement and mutual support. This study found that the situation was rather more complex because of cultural cognition and content knowledge and the level of linguistic competency: in short, the exclusivity of academic conventions. We conclude with strategies to help acculturise ESL students into academic conversations in English.

Biodata

TAN Su Hwi is a Lecturer at the Centre for English Language Communication at the National University of Singapore. She is passionate about helping the less proficient student get a handle on academic English and has been working on pedagogies and strategies to support and build up their academic English skills.

LEE GL is a Senior Lecturer at the Centre for English Language Communication at the National University of Singapore. She has been an ELT practitioner at tertiary level for 27years. She has most recently been working on how to engage students in critically questioning the status quo so as to enable ideas and innovations to take shape and then take flight.

DAY 1 (Wednesday) ~1410 – 1440; Seminar Room 8

PARALLEL SESSION 31

Evaluating a mentoring program in the English Department of University Muhammadiyah Malang

Nina INAYATI, *University Muhammadiyah Malang, Indonesia*

Laela Hikmah NURBATRA, *University Muhammadiyah Malang, Indonesia*

Rahmawati Khadijah MARO, *University Muhammadiyah Malang, Indonesia*

Keywords: partnership in learning, learner motivation

Abstract

To address the problem of students' rather negative attitude and lack of confidence in showcasing their English skills, a mentoring program is offered. Mentoring refers to the partnership in learning between less and more experienced students (Balassa, Bodo'czky and Saunders, 2010). The mentoring in the current study involves experienced senior students as the mentors in learning English and the relatively less experienced first-year students as the mentees. This paper reports on a study aimed at systematically analyzing the program execution and evaluating its strengths and weaknesses. The study employed document analysis and a survey as the methods of data collection and content analysis for data analysis method. The findings show that the program ran as planned and that some mentors further enhanced the prepared lesson plans by, for example, adding games and inserting music and movies in the activities. As for the program evaluation, analysis of the survey results shows that, in general, the program was viewed positively by the students. Some strengths were that the module was helpful and informative and that the mentors were fun, motivating and clear in their explanation. As for the weaknesses, the Saturday morning schedule was considered a poor option and outdoor venues were considered less conducive for learning. In light of the evaluation conducted for the pilot program, some suggestions for the future program were that the choice of timing and venues could be improved. More importantly it was suggested that more rigorous assessment techniques to measure students' learning achievement could be incorporated.

Biodata

Nina INAYATI teaches English in the University of Muhammadiyah Malang, Indonesia. She obtained her Master of Education from the University of Adelaide, Australia. She has published several textbooks and some research papers, and presented in several conferences. Her research interest is in technology and independent learning in ELT.

Laela Hikmah NURBATRA is a Lecturer in the English Department, University of Muhammadiyah Malang. She pursued her Master's degree in the University of New South Wales, Australia. Currently involved in a community development program focussing on English education and service learning, she is passionate about research in service and experiential learning.

Rahmawati Khadijah MARO teaches English Education in the University of Muhammadiyah Malang, Indonesia. She obtained her Master of Professional Education from Central Queensland University, Australia. She is active in community service programs to improve English teaching and learning in schools. Her interest is in material development and critical thinking in education.

DAY 1 (Wednesday) ~1450 – 1550; LT 50

INVITED SPEAKER 1

Christine GOH

National Institute of Education

Nanyang Technological University, Singapore

Improving speaking performance in higher education: from research to practice

Abstract

How much is the applied linguistics research on speaking performance getting through to teachers and are the findings considered for day-to-day teaching? In this paper, I focus on three areas of speaking research carried out in the last three decades that have potential for purposeful classroom application. These are task repetition, pre-task-planning and communication strategies. I give an overview of the aims and scope of these lines of research before discussing what I see to be levels of application in speaking instruction in the classroom. I further propose ways by which findings from these areas of research can be applied to the teaching of speaking in higher education contexts. Pedagogical models that can support students' speaking development through classroom instruction are offered for consideration.

Biodata

Christine GOH is Professor of Linguistics and Language Education and holds a concurrent appointment as Dean of Graduate Studies and Professional Learning at the National Institute of Education, Nanyang Technological University, Singapore. She contributes actively to academic and professional discussions in the area of teaching and assessment of listening and speaking, and has a strong interest in the role of metacognition in language development and use. She has researched and published extensively in these areas in journals and books over the past 20 years. Her books include *Teaching speaking: a holistic approach* (with Anne Burns, Cambridge University Press, 2012), *Teaching and learning second language listening: metacognition in action* (with Larry Vandergrift, Routledge, 2012) and *Language learning in new English contexts: studies of acquisition and development* (co-edited with Rita Silver and Lubna Alsagoff, Bloomsbury, 2009). Her on-going project is *Peer work in language classrooms: Thinking language* (with Rita Silver, Palgrave Macmillan).

INVITED SPEAKER 2

CHNG Huang Hoon
National University of Singapore

Blended pedagogies: learner control, peer support and student engagement in the language classroom

Abstract

We may not all be teachers of writing; but we have all at some point or other tried to learn how to write well. The challenges in *teaching writing* are perhaps matched by the equally challenging endeavour in *learning how to write*. Ask any ELT teacher whose main job is to inculcate good writing skills, and one is likely to hear about the labour intensiveness of teaching writing and the belief that this labour intensiveness cannot be easily resolved, because personal coaching and small class teaching are believed to be critical to this process of nurturing good writing skills.

Though online teaching and learning have existed for decades, MOOCs or Massive Open Online Courses commanded the attention of many tertiary institutions in a big way in 2012, with platforms like Coursera and EdX taking very visible leads in garnering strong support from many universities to make their courses available online. Whether one thinks MOOCs present an opportunity, are game changers, or mere hype (see Boxall 2012, Chamberlin & Parish 2011, Daniel 2012, Hibbs & Stevens 2012), the big wave created by MOOCs has nevertheless provided impetus for many of us to rethink education and access to education, student learning in a digital age, and the way we deliver our courses (see Watters 2013, for example). In this talk, I wish to propose that MOOC-style teaching and blended pedagogies may go some way in addressing the challenge of teaching languages in general, and writing (and other subjects) in particular – by leveraging on the support of a sizeable local and/or the global peer community at a scale that cannot be replicated in our classroom (Downes 2008) and by optimising on the feedback made available through data analytics (Gannon-Leary & Fontainha 2007, Jordan 2013).

This talk will take MOOC-style teaching as a point of departure, and will explain the institutional preference for promoting blended learning over MOOCs. This preference is guided by the belief that active student engagement and learning outcomes can perhaps be best achieved through a hybridized pedagogy that carefully blends the online content and activities with the in-class engagement, thus meeting the goal of self-accessed, own-time-own target, independent learning and the need for peer and instructor interactions. Drawing from my experience in managing MOOCs and blended learning courses in NUS, this talk will focus on the gains to be achieved through allowing for both independent self-access and control, and optimizing the peer network connection in both online and/or offline course activities, thus bringing about a positive sense of self and community that can contribute to the desired learning outcomes for the ELT writing classroom.

Biodata

CHNG Huang Hoon is an Associate Professor in the Department of English Language & Literature, National University of Singapore (NUS). Her teaching and research interests lie in discourse, gender and ideology. She has taught several courses on these subjects in her teaching career at NUS and has published a number of papers on the subject.

Huang Hoon is the author of the book, *Separate and unequal: judicial rhetoric and women's rights* (John Benjamins, 2002). In addition, she has also co-authored papers on gender studies/classroom

pedagogy (with Chitra Sankaran). More recently, she has brought out a number of papers on education.

Huang Hoon currently serves on the editorial boards of *Teaching and Learning Inquiry, Journal of the International Society for the Scholarship of Teaching and Learning* (ISSOTL), USA; *International Journal for Academic Development* (IJAD), USA; *Asian Journal of the Scholarship for Teaching and Learning* (AJSoTL) (formerly JNUSTA), Singapore.

In the past 14 years, Huang Hoon has served in various administrative appointments, including Assistant Dean (External Relations, 2004-2008) and Director, Centre for Development of Teaching and Learning (2008-2012). In 2012, she assumed her current position as Associate Provost (Undergraduate Education), where she oversees all matters relating to the undergraduate curriculum, and assists both the Vice Provost (Undergraduate Education) and the Provost in different special university-level initiatives, including those relating to General Education and Technology-Enhanced Education in NUS.

INVITED SPEAKER 3	Ursula WINGATE
	King's College London, UK

Strengthening connectivities between EAP and the disciplines: a collaborative approach to academic literacy instruction

Abstract

All students new to university have to acquire academic literacy, i.e. the ability to communicate competently in their academic discourse community. This ability requires an understanding of the epistemology and the specific genres through which the community interacts, and can therefore only be developed within this community. However, the difficulties that students encounter at the level of academic literacy are commonly diagnosed as writing problems or English language deficiencies, and accordingly, many Anglophone universities offer remedial writing and language courses outside the curriculum. As academic literacy involves subject knowledge as well as linguistic competence, instruction should be part of the curriculum and designed and delivered collaboratively by subject lecturers and language (EAP) experts.

I will present some examples of collaborative, curriculum-integrated literacy instruction which have been published in recent years; however, these publications lack detailed information on the level of collaboration, as well as content and method of instruction. Based on evidence from an intervention study, in which I explored genre-based instructional methods and various forms of collaboration in several academic disciplines, I will discuss the effectiveness of some methods and the feasibility of different levels of collaboration. I will also highlight the limitations of individual interventions and argue that a curriculum-embedded approach, and particularly the collaboration between EAP experts and subject lecturers, needs to be supported by institutional policy and staff development. I will provide an example of a staff development course, in which lecturers from a range of disciplines carried out an investigation into the literacy requirements and instruction in their departments, and, with the help of EAP experts, developed ways of integrating literacy support into their regular teaching and assessment practices. Finally, I will discuss further institutional policies that would be required to create and sustain connectivities between EAP and the disciplines.

Biodata

Ursula WINGATE is a Senior Lecturer in Language in Education and works in the Centre for Language, Discourse and Communication in the Department of Education and Professional Studies at King's College London. Ursula's research interests are in academic literacy, English language policies and practices, and language teaching methodology. In recent projects, Ursula has developed and evaluated various approaches to teaching academic literacy in mainstream higher education, drawing on the King's Apprentice Writing Corpus for the creation of instructional resources in different disciplines. Her publications in this area are concerned with the theoretical models underpinning literacy instruction, the impact of formative feedback on academic writing, and the teaching and learning of argumentation. In her recent book *Academic literacy and student diversity: the case for inclusive practice*, Ursula promotes the concept of academic literacy as the ability to communicate in a new discourse community, an ability which involves an epistemological and sociocultural understanding of the academic discipline and needs to be acquired by students from all backgrounds. She proposes a curriculum-embedded model of academic literacy instruction and argues that market forces such as growing competition for students as well as the needs and expectations of diverse

student populations will increase the need for universities to develop instructional approaches that are discipline-specific and inclusive of all students.

DAY 1 (Wednesday) ~1620 - 1720; Seminar Room 1

WORKSHOP 1

Ideas and Exposition workshop

WONG Jock Onn, *National University of Singapore*

Mark BROOKE, *National University of Singapore*

Elmo GONZAGA, *National University of Singapore*

Jason BANTA, *National University of Singapore*

Keywords: ideas and exposition, CLIL, design

Abstract

The Writing Unit of CELC, NUS offers a suite of academic English writing modules to college students. These are entitled Ideas and Exposition (IEM) modules which uses the CLIL approach, and they cater to students across the curriculum. Although very different in subject matter, the modules share the same generic learning objectives and seek to develop higher level academic literacy skills pertaining to critical thinking, multiliteracies, research skills, and academic writing. The IEM modules are popular with students because they not only learn academic skills, but content from a subject area (Angove, Tan, & Ramanujan, 2015). Because of the positive feedback received on the programme, modules that are based on similar pedagogic principles and goals are being designed and offered to faculties who want their students to acquire similar academic skills. The design of an IEM module is necessarily different from that of a regular ELT module because content is an important aspect (Brooke, 2015). In fact, each module could be something that is offered in a faculty and the instructor is expected to be a content expert. Topics offered in our IEM program include sport and competition, visualization of SE Asian cities, science fiction, and intercultural communication. In this workshop, the presenters will share with participants what goes into designing an IEM module. They will also work with participants to guide them to design a module for themselves. Each participant should attend the workshop with a subject matter in mind. They should also be familiar with literature in the subject field.

Biodata

WONG Jock Onn teaches academic writing at the Centre for English Language Communication, National University of Singapore, with a special interest in 'Content and Language Integrated Learning'. The writing module he teaches involves the teaching of cultural linguistics. His research interests lie in semantics, pragmatics, cultural linguistics and language pedagogy.

Mark BROOKE is a Lecturer at the Centre for English Language Communication at the National University of Singapore. He holds an EdD from the University of Durham, UK and has presented and published in areas such as CLIL, the sociology of sport, English linguistics and teacher training.

Elmo GONZAGA is a Lecturer at the National University of Singapore. He completed his Ph.D. at the University of California, Berkeley with fields of expertise in the literary, spatial, and visual culture of Southeast Asia and the Global South. He is the author of *Globalization and becoming a nation* (2009).

Jason BANTA is a Lecturer at the Writing Unit of the Centre for English Language Communication, National University of Singapore. He holds a Ph.D. in Classical Literature and Language and has published on ancient biography, tragedy and the origins of science fiction.

WORKSHOP 2

Choosing and writing criterion-referenced tests in English language teaching

CAO Vien, *Escuela Superior de Economí a y Negocios, El Salvador*

Keywords: criterion-referenced testing, assessment, evaluation

Abstract

There are two major philosophical differences in the interpretation of test scores: norm-referenced interpretation versus criterion-referenced interpretation (Brown & Hudson, 2002; Hughes, 2003; Shrock & Coscarelli, 2007). A norm-referenced test interpretation defines the performance of test-takers in relation to one another. In contrast, the criterion-referenced test interpretation defines the performance of test-takers against a series of criteria and produces a description of level based on that criterion. The workshop consists of two sections. In the first section, participants will be introduced to the dichotomy between norm-referenced testing and criterion-referenced testing. The two testing families are compared and contrasted according to score interpretations, test purposes, specificity levels, score distributions, test structures, and what we want the students to know in advance (Brown, 2014). At the end of the section, participants can decide whether to create a criterion-referenced or a norm-referenced test in particular situations and purposes. The second part of the workshop focusses on writing criterion-referenced test items. This section explores techniques for writing effective test items of the commonly used formats: multiple choice and essays. For each format, strengths, weaknesses, and common errors will be discussed. Hands-on activities include revising existing test items and writing test items for selected scenarios. This section of criterion-referenced test development is based on Shrock and Coscarelli (2007) with scenarios and examples in English language teaching and learning. Participants can use the practical ideas from this workshop to make test planning and development easier, faster, and more effective.

Biodata

CAO Vien earned her Ph.D. in Learning Systems Design & Technology and M.A. in TESOL from Southern Illinois University Carbondale. Vien is currently a Professor and the Coordinator for the English Program at Escuela Superior de Economía y Negocios, El Salvador. She specializes in English language teaching, instructional design, and program evaluation.

DAY 1 (Wednesday) ~1620 - 1720; Seminar Room 3

WORKSHOP 3

Intrinsic motivation as the pathway to effective learning

Gustavo GONZALEZ, *Oxford Teachers' Academy*

Keywords: intrinsic motivation flow, technology, blended learning

Abstract

Learning is likely to be more effective when learners are to some extent intrinsically motivated. Bringing students' real life into the classroom to help to intrinsically motivate them and helps them achieve an optimal state of "flow," which ensure engagement and learning has been found to be effective, I will address the importance of considering intrinsic motivation as a key factor when preparing or selecting material for our classes. This workshop is therefore an invitation for teachers to be more systematic in using intrinsic appeal as a criterion to prepare or select material. During the workshop, I will introduce Csikszentmihalyi's concept of 'flow' and make reference to Hancock's IPEC taxonomy of intrinsically motivating materials (which induce "flow"). Most students today are highly motivated by new technologies and social media and they use them everywhere, they "flow" when using them. I advocate that these be used in the classroom as well to help create this optimal flow for effective learning. This presentation will put these previous concepts into action by sharing class ideas that involve tools and platforms such as Facebook, Twitter, Whatsapp, Smartphones and QR Codes. Today, these are as much a part of our students' lives as music and videos. My proposal is to bring these tools and platforms to class, to use students' "real life" as a pathway to effective and meaningful learning. Hopefully, attendees will leave the workshop taking away many ideas to adopt and adapt for their lessons, keeping in mind that intrinsic motivation is paramount for effective learning and language acquisition.

Biodata

Gustavo GONZALEZ is a teacher, trainer, presenter, and holds a diploma in Education and New Technologies. Has has been delivering workshops in Argentina, South America, USA and South East Asia. He is also a teacher trainer for the Oxford Teachers' Academy (OTA) and author of the "Blended Learning" session for the Teaching English to Teenagers Extension Course to the OTA.

WORKSHOP 4

Flipped Out: implementing a blended learning environment in higher education

John McKEOWN, *MEF University, Turkey*

Keywords: flipped classroom, blended learning, ELT,

Abstract

This workshop focuses on aspects of the flipped design and implementation for language learning in the English foundation preparatory year and in freshman academic language courses. This exploratory session shares my MEF University experience. The context is a newly-established English-medium university in Istanbul, the first and only university world-wide to adopt a flipped classroom pedagogical approach throughout all areas. Aspects of current digital ecology affecting decisions related to the creation of a blended digital learning environment (Bielawski & Metcalf, 2003; Sharma & Barrett, 2007) to support and enrich language development (Tomlinson & Whittaker, 2013) are examined. This rationale is contrasted with the availability and adaptability of English language teaching materials publishers can reasonably provide. The integration of a learning management system (LMS) and the ways in which a data rich environment are utilised to meet individual student learning needs are explored. Focusing on the university's vision of a digital environment, within a milieu of a social networking world (Amirault & Visser, 2010), this paper appraises the terrain shifting from a traditional pedagogical paradigm to an ongoing skills development context characterized by the convergence of technology, engagement, interactivity, study skills, and English language skills development. Program success is demonstrated by existing data, including student surveys, instructor anecdotal reports, and, recorded changes in practice through continuing professional development appraisals. The session concludes with a look at possible future scenarios focusing on language instruction within technologically enhanced learning environments, and a discussion of where practice informs theory.

Those intending to attend this workshop are requested to view the following videoclips to gain a better understanding of the context of the workshop:

https://www.youtube.com/watch?v=9FX9mOL68Dk

https://www.youtube.com/watch?v=Li5aWfws1cc

https://www.youtube.com/watch?v=4uAtAgt4T0E

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

Biodata

John McKEOWN, is Director of the School of Foreign Languages at MEF University, Istanbul. He has served as researcher, higher education faculty lecturer, administrator, and consultant in Canada, Angola, Turkey, UAE, Qatar and the U.K.

DAY 1 (Wednesday) ~1620 - 1720; Seminar Room 5

WORKSHOP 5

T.I.M.E. for authentic drama in the classroom

Nikolay NIKOLOV, *Markoni's Language Centre, Bulgaria*

Keywords: drama, teenagers, interactive speaking skills

Abstract

The dramatization of, and on, educational texts and theatrical performances is a popular method of developing the communicative competence of foreign language learners of different age groups. However, its implementation is frequently connected with the mechanical memorization of the script with dubious learning outcomes. In 2012, I embarked upon a study (my PhD study) intended to test the hypothesis that learners' foreign language interactive speaking skills and overall communicative competence could be significantly enhanced through providing learners with instruction in professional acting techniques, along with their participation in stage activities in the target language (English). To do that, two groups of teenage ESL learners at level B1-B2 (CEFR) were involved in my experiment. The analysis of the results showed a marked tendency of improvement in the FL oral communicative competence of the experimental group learners. The major outcome is the foundation of the Teenodrama Interactive Method in English (T.I.M.E.). In 2014, I self-published a book set (based on the method) entitled "T.I.M.E. for teenagers", which was ELTons 2015 nominated. The focus of my workshop will be a brief description of my method of enhancing ESL learners' interactive speaking skills through the instruction of professional acting techniques (based on Stanislavski's System) and demonstration (with audience volunteers) of some of the speech and acting practice exercises applied throughout my PhD T.I.M.E. experiment as summarised above.

Biodata

Nikolay NIKOLOV holds an MA in English Philology and Turkology. Since 2005 he's been managing his own school – Markoni's LC. He's an oral assessor and examiner for two ESL examination boards, a participant and presenter in a number of international ELT conferences and an ELTons 2012 and 2015 nominee.

WORKSHOP 6

Defining "evidence": using minimal English to define concepts in Academic English

WONG Jock Onn, *National University of Singapore*

Lauren SADOW, *Australian National University*

Keywords: minimal English, methods, semantics, Natural Semantic Metalanguage

Abstract

While there are many different methods for the teaching of meaning across languages, for example, the use of synonyms from the students' L1 and L2, many of these methods can encounter problems with accuracy, cross-translatability and lost meaning. Any framework for teaching meaning needs to fully capture the meaning of a word in an L2 that may be contrary to the cognitive processes of the L1. Minimal English is a new method for explicating words, derived from Wierzbicka's theory of the Natural Semantic Metalanguage (NSM) (Wierzbicka, 2006). While greatly expanded from the original set of 65 semantic primes in NSM, Minimal English provides a smaller and simpler set of English words than Standard English, that are accurately translatable into a majority of languages. These words and an accompanying syntax can then be used in the classroom to illustrate the full meaning and importance of key terms in English for Specific Purposes courses. In this workshop, participants will learn what Minimal English is, how terms can be explained using Minimal English, how to develop their own Minimal English explications and finally, how to integrate and include Minimal English into their current teaching practices and curricula. While this workshop will initially focus on academic English terms, such as "evidence" "analyse" "demonstrate" and "prove", this method is applicable to all domains of English Language Teaching.

Biodata

WONG Jock Onn is a Lecturer at the CELC, NUS. He teaches cultural linguistics and academic writing. His research interests include semantics, pragmatics, cultural linguistics, Singapore English and academic English. He has written a number of papers on language and culture, and a book entitled 'The Culture of Singapore English'.

Lauren SADOW is a PhD candidate at the Australian National University. She holds a Masters in Applied Linguistics (TESOL) from the University of New England. Her current project is the development of a cultural dictionary for learners of Australian English, using the Natural Semantic Metalanguage, Minimal English and Cultural Scripts.

DAY 1 (Wednesday) ~1620 - 1720; LT 50

COLLOQUIUM 1

Finding our way: critical approaches to ELT in transnational spaces

Amy HODGES, *MIT & The Writing Centre, Singapore University of Technology and Design*

Mysti RUDD, Texas A & M University, Qatar

Kelly WILSON, Texas A & M University, Qatar

Alan BRAYNE, *MIT & The Writing Centre, Singapore University of Technology and Design*

Tim SMITH, *MIT & The Writing Centre, Singapore University of Technology and Design*

Keywords: Transnational, STEM, critical pedagogy, composition,

Abstract

In transnational STEM program spaces, writing faculty and staff are located in a liminal space at the intersection of our English disciplines, the disciplinary knowledge of STEM faculty writers, and our ESL/EFL/L2 student population. In this colloquium, we will share the successes and failures of our critical approaches to ELT while finding our way in this intersection to quietly make radical changes in the ways our students and colleagues view English literacy. The five panelists have many years of experience teaching writing from various roles in an International Branch Campus of engineering (Texas A&M University at Qatar) and a joint collaboration-university of engineering, technology and design (M.I.T. and Singapore University of Technology and Design). We hope to start a discussion with the audience on the ways we all have changed as teachers, writing centre tutors, and administrators as a result of adapting our previous understanding of critical academic and technical writing to new contexts. The following are some questions we will address: How do power structures at our universities limit or empower us to become advocates for critical approaches to ELT? How do student and faculty perceptions of STEM, workplace writing, or academic writing shape our choices as writing teachers? How do we feel about teaching in a context that is constantly changing and therefore not fully knowable-- either to us or our students? How do we stay true to best practices in our disciplines while adjusting to local context? How do we make a disciplinary home in a transnational space?

Biodata

Amy HODGES is a postdoctoral associate at MIT with a joint appointment at The Writing Centre in Singapore University of Technology and Design. Her publications focus on transnational writing programs, multilingual writers, and community literacy.

Mysti RUDD is an Assistant Professor of English and Director of the Academic Success Center at Texas A&M University at Qatar. Her research interests include composition pedagogy, multi-genre writing, and critical inquiry.

Kelly WILSON is the Program Coordinator of the Academic Success Center at Texas A&M University at Qatar. Her research interests include writing center theory and pedagogy, multilingual writers, and technical writing.