



## Keynote 1

### English as a Lingua Franca (ELF) in Southeast Asia vs ELF in Europe

Keynote Speaker: Azirah Hashim

Date: 6 December 2019, Friday

Time: 0840 to 0920

Venue: Ballroom II, Raffles Town Club, Singapore

### **Regional Awareness and Regional Identity: English as a Lingua Franca in ASEAN**

*Azirah Hashim, University of Malaya*

Over the last decade, there has been rising interest in English as a lingua franca (ELF) in ASEAN, following work on the subject in Europe. Research on English as a lingua franca can be considered a contribution to the study of identity regionalism. Regional awareness and regional identity are important areas to examine, and this would include shared norms by which regional identity is often shaped (Milner 2016). Kumar and Siddique (2008) expressed pessimism over the creation of a supra-national ASEAN-wide common identity as there is no common element that binds the Southeast Asia region. Moreover, they consider that although English is the common working language of ASEAN, it is “a language of pragmatism and not an emotive common language that can express any regional cultural content” (Kumar and Siddique: 231). Diversity in the region, with a multiplicity of religions, cultures, political and legal cultures, makes it difficult for people in ASEAN to feel united or integrated. There is also a case for arguing that ASEAN has had greater value for political and economic elites with greater access to varieties of English from beyond the region than to Southeast Asians of

lower socioeconomic status more likely to use highly indigenised varieties.

This presentation is intended as a contribution to the socio-cultural pillar of ASEAN by focusing on ASEAN's official language, English. Features that are used by ASEAN speakers of English will be identified and common features found among them will be highlighted. Evidence to the effect that, with increasing intra-regional cooperation and mobility, English among ASEAN nationals is developing its own characteristic features and thus is itself contributing to a supranational regional identity; some comparisons with ELF in Europe will be made.

### **References**

- Kumar, S., & Siddique, S. (2008). *Southeast Asia: The diversity dilemma: How intraregional contradictions and external forces are shaping Southeast Asia today*. Singapore: Select.
- Milner, A. (2016). Regionalism in Asia. In *The Far East and Australasia 2016* (pp. 40-48). London/NY: Routledge.

## Keynote 2

### Language Testing and Assessment and Language Teacher Education

Keynote Speaker: Guangwei Hu

Date: 6 December 2019, Friday

Time: 0920 to 1000

Venue: Ballroom II, Raffles Town Club, Singapore

#### **Rethinking English Proficiency Assessment in the Era of World Englishes: Problems, Practices, and Principles**

*Guangwei Hu, The Hong Kong Polytechnic University*

The last few decades have seen English spreading both geographically and functionally on an unprecedented scale. The changing demographics of English learners/users, the diverse contexts of English learning, and the multivarious functions of English use have posed strenuous challenges for, and called for a critical rethinking of, the assessment of proficiency in English as an international language. A fundamental incompatibility between the existing approaches to assessing English proficiency and the actual communicative use of English in today's globalized world has led to a situation where learners of English around the world "are not only being tested on varieties of English which are irrelevant to their present or future, but they are also being tested in ways which have little match with how they need or want to use English" (Tomlinson, 2010, p.600). In this presentation, I discuss the thorny issues surrounding recent approaches that have tried with little success to tackle the perceived problems of existing English proficiency tests. In view of these unsuccessful efforts, I argue that the only way of overcoming the conundrum lies in a reconceptualization of the construct of English proficiency. In the spirit of stimulating debate and research, I propose several principles that should inform a construct redefinition of English proficiency. By way of conclusion, I outline recent work on testing English for specific purposes as a promising way of moving forward.

20<sup>th</sup> English in Southeast Asia Conference

“Re-thinking paradigms and approaches to researching, teaching, and learning English”

December 6-7, 2019 Raffles Town Club, Singapore

#### PLENARY PRESENTATION

**Presenter:** Isabel Pefianco Martin (Ateneo de Manila University, Philippines)

**Title:** Creativity in Englishes in Southeast Asia: Inevitable and Inescapable

**Abstract:**

This presentation focuses on creativity in English language use in Outer Circle countries in Southeast Asia, with special emphasis on Englishes in the Philippines. “Creativity” as a concept is close to the heart of Kachruvian sociolinguistics. Braj Kachru, in a groundbreaking work in 1985, presented “the bilinguals’ creativity” as the “use of verbal strategies in which subtle linguistic adjustments are made for psychological, sociological, and attitudinal reasons” (Kachru, 1985). In this sense, “creativity” is approached as innovation, as a process of “de-colonization” in which language use diverges from Inner Circle norms. “Creativity” applies both to the individual and to the community, thus marking identity, but also, pointing to shared practice, as it connects members of a community to each other. In this presentation, I argue that creativity in Englishes is more than what Kachru described as “subtle linguistic adjustments.” More than “the empire writing back” (Ashcroft et al, 1989), creativity in Englishes is inevitable and inescapable, especially in multilingual and linguistically diverse Southeast Asia. The English language has diffused and spread so rapidly and radically throughout Asia that the language has evolved into forms that are profoundly different from its form as a colonial language. English in Southeast Asia has not only nativized, it has also differentiated into creative Englishes. This presentation surveys creativity in Englishes in Southeast Asia and draws implications for research, teaching, and learning the language.

(229 words)

**References:**

Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen (1989) *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. London/New York: Routledge.

Kachru, Braj B. (1985) The bilinguals’ creativity. *Annual Review of Applied Linguistics* 6, 20–33.

Kachru, Braj B. (1986) The bilingual’s creativity and contact literatures. In Braj B. Kachru (ed.), *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes* (pp. 159–73). Oxford: Pergamon Press.

**Bionote:**

Isabel Pefianco Martin is Professor at the Department of English and the Department of Education of the Ateneo de Manila University, Philippines. She is the incoming Vice President and President-elect of the International Association for World Englishes (IAWE). Prof. Martin is a leading figure in English language studies in the country,

having published in various internationally recognized publications on topics ranging from World Englishes, Philippine English, English language education, English sociolinguistics, language policy, to forensic linguistics, and language and law studies. Her most recent work, published by Springer in 2018, is a volume she edited entitled "Reconceptualizing English Education in a Multilingual Society." She has held leadership positions in the Linguistic Society of the Philippines (LSP) and the Philippine Social Science Council (PSSC). Prof. Martin has served and continues to serve in private and government institutions that are concerned with upgrading the state of English language education in the Philippines.

## **Topic: Development, Variation and Change in Southeast Asian Englishes**

Date: 6 December 2019, Friday

Time: 1020 to 1150

Venue: Dunearn I, Raffles Town Club, Singapore

### **English-only, Malay-only, or Malay + English? Language Choice and Lexical Choice in Brunei Social Media Discourse**

*James McLellan, Univerisit Brunei Darussalam*

Brunei Darussalam has the highest percentage penetration of all ASEAN nations (Hootsuite / We are Social, 2019) for social media platforms including Facebook, Whatsapp and Instagram. Younger bi- and multilingual Bruneians make extensive use of the affordances of social media, both for intra- and international communication purposes. This presentation seeks to update earlier studies of Brunei online discussion forums, drawing on my own research as well as that of Bruneians, and focusing especially on language choices including language alternation (translanguaging), and on lexical choices.

The major objective is to investigate two claims:

- that Brunei English (a contested term) is increasingly defined by interactions within social media domains.
- that social media discourse is developing as a set of fluid subgenres, distinct from both face-to-face interaction and written discourse and specific to the particular social media platform.

'Networked multilingualism' (Androutsopoulos, 2015) is adopted as a framework suitable for investigating emerging language varieties in social media. The approach and methods are mainly qualitative analysis of social media texts, with some interviews with Bruneian social media 'influencers'. Baseline data comprise quantitative findings from publicly-available discussion forum postings. Lexical choices are investigated through analysis of threads of postings on single topics, noting instances where a topic first discussed in one language may switch into another language without loss of coherence and intelligibility for the participants. The conclusion offers strong support for social media as a driver for the further development of Brunei English as a distinct variety characterised by rich code-mixing with Malay.

## **Language Choices and Ethnic Identity of Chinese-Singaporean Young Adults**

*Shelley Liu*

The tendency for multilingual speakers to shift from one language to another in different language domains is particularly evidential in Singapore, where the demographic is composed of Chinese (74.3%), Malays (13.4%), Indians (9%) and others (3.2%). As a multicultural society, English is used as the nation's working language and medium of instruction while mother tongues (Chinese, Bahasa Melayu, and Tamil) are taught as a second language at primary and secondary school due to the bilingual policy. Despite the abundance of research in the past, one important gap has been the description of language use in different domains (Family, Friendship, Religion, Education, and Employment) regarding young adults in Singapore today due to the direct effect of globalization. Also, whether ethnic identity reflects upon language use is still under debate. In hope of filling this gap, the present study aims to investigate the language use pattern of Chinese-Singaporean young adults, targeting the use of English, Mandarin, and Chinese dialects (Hokkien, Cantonese, Hakka, Taiwanese), and the overall attitude of their ethnic identity. Preliminary findings indicated that the frequency of English usage still dominates across all five domains, though most participants expressed a high sense of belonging towards their ethnic group. Thus, it can be implied the reduction of one's ethnic language usage does not result in the lack of connection to one's ethnic identity. This study concludes that due to the implementation of English as the nation's primary language for over fifty years, the use of Mandarin and Chinese dialects are comparatively declining.

### **'We are the Southeast Asian Chinese': Assessing the Threat Posed by the Shift towards the English Language in Brunei Darussalam**

*Hannah Ho Ming Yit, Universiti Brunei Darussalam*

In Brunei Darussalam, the bilingual education system means that Malay serves as the national language and English as the primary medium of instruction. This national system of education has resulted in diminished uses of Chinese. Through interviews and questionnaires, Brunei Chinese reveal their ambivalence about their language loss and its impact on their identity. Initial findings suggest that the Brunei Chinese hold a strong identification with being ethnically Chinese even though some of them do not use the language. While assimilating into Brunei Darussalam's national ethos and employing English as a lingua franca with their Southeast Asian neighbours, they remain affiliated to their constructed ethnic identity. In fact, their daily use of English does not appear to undermine their sense of Chinese identity, as the construction of the latter is aided by this precise shift towards English on both the national and regional levels, within the Brunei Chinese and Southeast Asian communities. Even though a few interview respondents state their regret at not having learnt

Chinese, their attachment to a value system defined by specific morals and a mindset associated with being Chinese seem to offset their lost Chinese language. In this perspective, the role of language in identity construction is somewhat challenged. Instead, group identification in their common use of English, which has replaced Chinese, accentuates their Southeast Asian Chinese subjectivity that they markedly distinguish from their Mainland Chinese counterparts, who are present in Brunei Darussalam due to Hengyi industries' refinery-petrochemical project signed with the Brunei government.

### **"Wrong spelling...No understand": Unequal Englishes and Grassroots Prescriptivism of Non-standard Philippine English in Online Spaces**

*Christian Go*

Although it is undeniable that the spread of English has allowed local adaptations of the language within non-native English-speaking countries, it has likewise contributed to sociolinguistic inequalities in such settings. Drawing on the concept of stance (Du Bois 2007), the present study examines language policing within Philippine online spaces. In particular, the study looks at metalinguistic commentary among Filipino netizens concerning viral images of basilectal Philippine English, which I refer to as "Philippine English," circulated on various online platforms. While most images posted are typically shown to be banal examples of non-standard English found in local areas in the country, those who post and/or comment on instances of Philippine English reinforce prescriptivist notions through the use of contemptuous humor. As a result, the circulation of these images and corresponding online practices opens the space for collective value judgments that delegitimize not just Philippine English but also its users. Overall the study demonstrates that the status of Philippine English as the standard variety is an elitist endeavor from a perspective of Unequal Englishes (Tupas & Salonga 2016) and is reinforced through seemingly trivial online practices.

### **What's in a Name? Language Ideologies Surrounding Singapore's Housing Names**

*Shi Ling Cherise Teo*

Although Singapore used to be a British colony, the deliberate choice of English as lingua franca is seen as being driven by pragmatism rather than a clinging on to her colonial past (Pennycook 2017). English is considered the language for growing the economy, bridging communication for the different races, and facilitating global mobility for Singaporeans. As such, Singapore's government often takes a prescriptive stance in ensuring that Standard English is spoken (e.g. the Speak Good English Movement campaign).

This study examines how this rhetoric has been taken up or resisted by the younger



generation of Singaporeans (in their twenties to thirties) who grew up in an education system that propagates standard language ideologies. The data is drawn from interviews conducted between 2015 and 2016 with 19 Singaporeans regarding their opinions of the trends in housing names (for both public and private housing). Housing names and their choice of languages have generated interest - even the local news reported on housing names like *Compassvale Ancilla*, *Nautilus*, and *Jardin*. As seen from these examples, while housing names tend to be in English, there are creative names and names in foreign languages like French. The interview data indicates an uptake of pragmatism and standard language ideologies in state discourses with preference for Anglo-sounding names and accuracy in language use and pronunciation. Interestingly, the use of European languages is deemed pretentious or inauthentic while English words that have taken on Chinese connotations in Singapore are perceived as old-fashioned or tacky, and thus, undesirable.

### **Reference**

Pennycook, A. (2017). *The cultural politics of English as an International Language*. London: Routledge.

## Topic: Language Testing and Assessment

Date: 6 December 2019, Friday

Time: 1020 to 1150

Venue: Dunearn II, Raffles Town Club, Singapore

### A Corpus-based Lexical Analysis of Vietnam's High-stakes English Exams

*Duy Van Vu, KU Leuven, Belgium*

To date, very few studies could be found on English language testing and assessment in Vietnam as well as on lexical profiles and lexical coverage of language tests even though such studies could provide useful information for involved stakeholders. This study was conducted to analyse 20 English papers for university entrance exams in Vietnam over 17 years (2002-2018), which were also the national high school graduation exams between 2015 and 2018, to shed light on their lexical demands and their coverage of the General Service List (GSL) (West, 1953) and the Academic Word List (AWL) (Coxhead, 2000). A corpus of those exam papers was created and analysed using the RANGE program (Nation & Heatley, 2002). The results showed that 5,000 word families provided 95% coverage of all the exams. The vocabulary size required to comprehend 95% of each exam paper ranged from 3,000 up to 12,000 while the size needed for the exams between 2015 and 2018 was 6,000 word families. In terms of lexical profiles, the GSL accounted for 85.87% of the exams while the AWL covered 5.06% of the exams. In each exam paper, the coverage of GSL ranged from 80.78% to 89.45% while that of the AWL from 1.74% to 7.79%. Together with Vu and Nguyen's (2019) study that revealed the majority of Vietnamese 12 graders, the target students of these exams, failed to master any levels of vocabulary knowledge, this study calls for more attention to vocabulary in English language learning, teaching and testing in Vietnam.

#### References

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- Nation, I. S. P., & Heatley, A. (2002). *Range: A program for the analysis of vocabulary in texts*. Retrieved May 26, 2019 from <<http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx>>.
- Vu, D. V., & Nguyen, N. C. (2019, December). *An assessment of vocabulary knowledge of Vietnamese EFL learners*. Paper presented at the 20th English in Southeast Asia Conference, National Institute of Education, Nanyang Technological University, Singapore.
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## **Examining the Validity of an Analytic Rating Scale for the Assessment of Critical Thinking and Writing**

*Brenda Yuen*

In the context of a new undergraduate module on critical thinking and writing for engineering students at the National University of Singapore, it is essential to develop and validate a rating scale to ensure that students' learning outcomes are accurately and consistently assessed. Given that analytic rating scales have been proven to reduce rater variability by limiting assessment criteria to specific constructs (Hamp-Lyons, 1991, 1995; Knoch, 2009, Ahmed and Pollitt, 2011), an analytic rating scale was devised for a reading-to-write task in this ESP module to measure students' performance in terms of *task fulfilment* (completeness and accuracy of the argument structure; identification of strengths and/or weaknesses of the argument; relevance and quality of research to support the claim/position), *organization of ideas*, and *language use*. Ten trained raters were involved in the rating process, and ratings of 177 students were analysed using the Many-facet Rasch Model (Bond & Fox, 2007). To examine the rating scale quality, Engelhard and Wind's (2013) guidelines were applied. The results of the analysis indicates that the rating scale functions as intended, but it needs revision by refining two rating scale categories and their descriptors. This study has provided direction for future revision of the scale descriptors and suggested implications for rubric validation using the Many-facet Rasch modelling in higher education, especially when a large cohort of students and multiple raters are involved.

## **Evaluating Multimodal Literacies**

*Libo Guo*

Since the publication of 'A pedagogy of multiliteracies: Designing social futures' (New London Group 1996), research and pedagogical work has increasingly been arguing for the notion of literacy to be expanded to include semiotic modes of representation and communication beyond language (e.g. Kress 2003; Unsworth 2001). Much less attention, however, has been paid to how to evaluate students' progress in multimodal literacies. This paper thus puts forward the following suggestions. First, Towndrow and Nelson's (2013) 'semiotic awareness' may be drawn upon as one key aspect of students' multimodal performance, i.e. the extent to which a student is able to demonstrate his or her development as a meaning maker utilizing a range of semiotic resources and /or technological tools. Second, teachers and researchers can map the developmental trajectories of multimodal literacies in their own classrooms/schools/districts, in order to identify the significant progress points as one of the bases for assessment of and feedback on student

performance. Finally, teachers can adopt appropriate new forms of assessment on multimodal literacies, such as project assessment, performance assessment, portfolio assessment (Tan, L. & Guo 2014) and digital storytelling (Ohler 2013).

### **The Effects of Task-based Instruction on Vietnamese EFL Learners' Oral Fluency**

*Thi Huyen Thanh Do, Curtin University*

There have been a great number of studies showing evidence that tasks including input-based or output-based language use can be effective tools for learning. This presentation reports on a quantitative study investigating how task-based instruction supports Vietnamese EFL learners' oral fluency. The study employs an experimental pre-test/post-test design with 102 EFL participants who were randomly assigned to two experimental groups (Input group and Input-output group) and a Control group. The Input group (n=34) got input-based task instruction only and the participants were not required to produce output. The Input-output Group (n=34) had similar input-based instruction but had chance to do output-based tasks afterwards. The Control group (n=34) received instruction unrelated to the target tasks. All participants did the pre-test (a narrative task) in Week 1, participated in three-week treatment and completed the post-test (the same narrative task as the pre-test) in Week 5. Participants' performances in the pre-test and post-test were audio-recorded, subsequently transcribed, coded and analysed in terms of fluency measures including speech rate, mean length of runs, frequency of pauses and self-repairs. A repeated measures Multivariate Analysis of Variance (MANOVA) using SPSS25 for Windows was conducted to investigate whether there were any significant within and between group differences. The results show that both experimental groups outperformed the Control group with higher speech rate, longer runs, fewer pauses and self-repairs. This demonstrates the role of tasks including input-based tasks which do not require language production in improving learners' fluency.

### **Value Assumptions of the Teachers in Classroom-based English Language Assessment Practices of Two Private Schools in Laguna, Philippines**

*Dan Henry F. Gonzales, Ateneo de Manila University, Philippines*

This study uncovers the features (characteristics) of classroom-based English language assessment practices of two private schools in Laguna, Philippines. In particular, it describes how the classroom-based English language assessment practices are carried out and reveals what value

assumptions are embedded in these assessment practices. The study adapted Messick's (1989) value implications in his validity matrix, and Bernstein's pedagogic device (Motteram, 2016) to examine the assessment practices of six English language teachers from the two institutions. Data were gathered from classroom observation, collection of testing materials, and audio-taped interviews with the English language teachers. The results reveal that in the assessment practices the monolingual paradigm persists. However, English language teachers have shown that by considering the needs of the learners, the monolingual paradigm can be challenged through alternative approaches in language assessment.

## **Topic: Multimodal Englishes**

Date: 6 December 2019, Friday

Time: 1020 to 1150

Venue: Dunearn III, Raffles Town Club, Singapore

### **Critical Reading and Analysis in a Blended Learning Environment**

*Nadya Patel*

Supporting the current climate of advocating 'evidence-based pedagogy' (Nystrand, 2006), this action research study aims to examine the problems of developing critical reading and analysis skills in a critical thinking and writing module for engineering undergraduates while leveraging on the affordances of a blended learning environment. It also aims to extrapolate interesting observations found across the eight sectional groups, taught by two tutors, and reflect on the effectiveness of the critical reading strategy intervention (with a focus on text annotation) so as to recommend strategies for tutors' implementation. Embedded within van de Pol, Volman and Beishuizen's (2010) dialogic scaffolding model, this study involves faculty and student modelling, guided practice., collaborative and eventually independent use of strategies. The development of these metacognitive strategies allowed students to monitor their reading for meaning, use and create schema, pose inquiring questions, make inferences and synthesize information for deepened understanding of their critical reading. This justifies the relevance and legitimacy of this study's research question on how students' understanding can be enhanced at a deeper (metacognitive) level in a blended teaming environment.

#### **References**

- Nystrand, M. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes*, 35(2), 135 – 196
- van de Pol, J., Volman, M., & Beishuizen, J. (2010, April). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, 22, 271-296.

## **Developing a Framework for the Teaching and Learning of Representing Skills through Media Production in Singapore**

*Wei Jhen Liang and Fei Victor Lim*

This study argues for the urgency of developing multiliteracies through guiding students in the effective production of media texts. It also aims to integrate students' out-of-school experiences with new technologies into English Language classroom. Given that the Singapore's EL syllabus 2010 and 2020 have expressed the importance of students' engagement with multimodal texts through viewing and representing, this study has identified a research gap in the need to develop a pedagogy to teach students' effective representing of media texts.

Building on research on multimodal literacy in critical viewing, this study is informed by Systemic Functional Theory and Design Thinking to develop a pedagogical framework for effective representing. This framework offers critical, creative, and technical domains to scaffold students' production of media texts. Based on the proposed framework, this study conducts a four-session lesson implementation in a secondary two express English Language class in Singapore. For greater relevance and meaningfulness to students' current learning in the classroom, this study integrates the process of applying representing skill in producing media production with the objective to answer a narrative essay topic. The data collection methods include a survey administered to all participants, a reflective dialogue with the teacher, a focus group discussion with students, and students' artefact making. This study demonstrates that the framework proposed contributes in helping students develop effective representing skills of media texts.

## **Investigating the Discursive Newsworthiness of Selected Newspaper Reports of the 2017 Marawi City Siege**

*Wilfred Gabriel Gapas and Rachelle Ballesteros-Lintao*

The reporting of terrorism and armed conflicts has been extensively investigated in previous media discourse studies across various contexts. However, a dearth in the literature exists regarding newsworthiness and its establishment in different forms of news discourse. Based on this niche, this paper seeks to present how an important local terrorist assault – the 2017 Marawi City siege – might be constructed in print news reports as newsworthy. Specifically, it aims to determine (a) the linguistic and visual resources that construe news values and (b) the news values employed to construct the event's newsworthiness. In fulfilling these objectives, 60 news reports from leading Philippine broadsheets were analyzed using Bednarek and Caple's (2017) discursive news values framework. For this presentation, this multimodal corpus was studied using two methods, namely, (a) collocation analysis of two high frequency and widely dispersed lexical words (i.e., MARAWI and MAUTE) and (b) a manual examination of news images in the corpus. Based on the results,

common news values could be gleaned from both semiotic modes such as Negativity, Eliteness, Proximity, and Personalization. However, other news values such as Impact and Positivity seem to be highlighted more in the news images partly due to the limitations of corpus techniques such as collocation analysis. Nonetheless, it is hoped that this presentation will shed light on journalistic practices of Philippine print media in dealing with crisis situations, which may contribute not only to the discursive news values analyses, but also to corpus-assisted multimodal discourse analyses.

### **Function over Form: What Makes eLearning Videos Engaging to Singaporean Students**

*Anita Ann Lee Toh and Tetyana Smotrova,  
Centre for English Language Communication, National University of Singapore*

Massive open online courses (MOOCs) reportedly suffer from dropout rates as high as 90% (LeClaire & Ferrer, 2014). One reason for such low student engagement is the poor quality of the MOOCs' design (Tay & Musib, 2017). Therefore, it is important to improve the quality of MOOC materials, including its instructional videos (Yousef, Chatti, Schroeder, & Wosnitza, 2014). However, research on how different formats of content presentation in instructional videos impact student engagement (Guo, Kim, & Rubin, 2014) and learning outcomes is scarce (e. g., Li, Kizilcec, Bailenson, & Ju, 2016; Chen & Wu, 2015). The current study therefore examines the impact of different formats of content presentation in instructional videos on Singaporean undergraduate students' engagement and learning outcomes. Findings show that although the animation without narration format was rated as the most engaging, what is most important to the students is the newness and relevance of the video content, regardless of format. In terms of learning outcomes, the findings were not statistically significant. The study generated recommendations for improving instructional video design for Singaporean undergraduate students.



## **Using YouTube Video Tutorials as Supplementary Learning Materials**

*Freda B. Paulino, Saint Louis University, Philippines*

*Gerard Raymond Oliver G. Israel*

*John Paul B. Nonog*

*Ada Mae A. Bautista*

*Kristine Angel C. Cerva*

*Princess Nicoll P. Del Finado*

*Marian Kyle D. Fernandez*

*Rachelle Mae B. Jose*

*Ma. Ariana N. Nonato*

*Eniko Jaimee Y. Reyes*

*Shanela Meg E. Velo*

The purpose of this study is to explore the lived experiences of Filipino Communication students in using YouTube video tutorials as supplementary learning materials. Specifically, the study seeks to describe the advantages, pitfalls and effects of YouTube video tutorials to fourth year Communication students. This study used Phenomenology design for it focused on the exploration of the lived experiences of students in using YouTube videos as part of their learning tools. Two main themes were surfaced that captured the students' lived experiences: Mirror effect and Chain reaction. The findings indicate that YouTube video tutorials are effective tools for the students to advance their learning and improve their academic performances. However, watching YouTube videos also becomes a distraction and addiction to students. Hence, restrain must be exercised in watching YouTube videos for students to maximize its benefits.

## **Topic: New Directions for Language Planning and Policies in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1200 to 1310

Venue: Dunearn I, Raffles Town Club, Singapore

### **Cultural Capital, Habitus and Reading Futures: A Case Study of Middle-Class Adolescent Students' Cultivation of Reading Dispositions in Singapore**

*Chin Ee Loh and Baoqi Sun*

Research on cultural capital and habitus have tended to exist in separate vacuums, yet, the acquisition of cultural capital can only be understood in light of the habitus or socialization process through which such capital is acquired. Drawing on the data from focus groups with 96 students focusing on how they acquire such cultural capital through their home habitus and a survey of 5,779 students from six Singapore secondary schools, we analyze how reading (in English) as a form of cultural capital is distributed among High-SES, Mid-SES and Low-SES students in Singapore. The findings demonstrate the association between cultural capital and the cultivation of reading habits amongst High-SES students and further highlight how cultural capital is operationalized through students' familial habitus. We show how middle-class practices of intensive immersion in reading practices work to cultivate school-valued reading habits to further widen the gap between students from different home backgrounds. The findings suggest that dispositions of reading cultivated through familial habitus to encourage engaged reading at an early age are affective, social and cognitive. The institutional habitus of school should seek to replicate familial habitus of engagement in order to support students' development of reading identities. To this end, a greater focus on pleasure in reading in tandem with proficiency is necessary to cultivate students' engagement in reading. Suggestions for engaging students' through schools will be provided at the end of the presentation.

## **The Future of Hong Kong English**

*Robert Fuchs, University of Hamburg*

This talk explores possible scenarios for the linguistic future of Hong Kong, involving Cantonese, Mandarin, and English, as well as for the future of Hong Kong English (HKE). Each developmental scenario is laid out and evaluated based on empirical research on HKE, other varieties of English and other languages.

We first review the existing empirical research on the structure of HKE, considering its syntax, lexis, pragmatics, and phonology. Among postcolonial varieties of English, HKE is an unusual case in that the territory's emancipation from the colonial power was not accompanied by self-rule, but by what is locally called the "handover" of Hong Kong to mainland China. Thus, a relative lack in institutional entrenchment as well as a continuing turnover in population raises questions as to whether HKE is a "focussed" variety.

The present talk addresses the sociolinguistics of Hong Kong as a globalised city by discussing the influence of local varieties of English used by speakers of Cantonese, Mandarin Chinese, by the South Asian and South-East Asian community and speakers of English as a Native Language from so-called Inner Circle countries such as the United States, the United Kingdom, and Australia. Finally, two developmental scenarios are explored for the future of HKE: On the one hand, an exonormative development (Schneider 2007) with increasing Americanisation, and, on the other hand, an endonormative development with increasing reliance on a local identity and local norms as parts of Hong Kong society feel threatened by influence from the central government in Beijing.

## **U.S. Government-sponsored English Language Programs in Indonesia: Shifting from English for All to English for Specific Purposes**

*Bradley Horn*

This session will explain a paradigmatic shift that is currently underway in English language education initiatives supported by the Regional English Language Office (RELO) of the U.S. Embassy in Jakarta, Indonesia. The mission of the RELO is to strengthen the U.S.–Indonesian Partnership by building capacity through English teaching and learning. Historically, RELO initiatives have focused on expanding national English-teaching capacity to support Indonesia's national languages-in-education policy. Per this policy, English is taught as a foreign language and is introduced in most government schools as a mandatory subject from Grade 7. Unfortunately, numerous structural challenges (e.g., inadequate instructional materials, a lack of qualified teachers, low student motivation) have meant that many students fail to achieve intended learning outcomes and average English proficiency levels remain low.

To address these challenges, the RELO has been providing assistance for more than 20 years through a variety of programs focusing on pre-service teacher education and in-service teacher professional development. However, a recent review showed that these past efforts have had minimal impact on advancing “English for All” policy objectives. This could be due, at least in part, to the relatively limited nature of RELO resources. As a result of these findings, the U.S. Embassy has begun shifting its approach by placing greater focus on English for Specific Purposes (ESP) programming. New RELO initiatives have focused on building English language capacity within institutions that are important to Indonesia’s national development in a variety of different domains, such as law enforcement and disaster management and relief.

### **Distinctive Use of English in the Language of Online Shopping in the Philippines**

*Mabel Mamaoag, Saint Mary's University, Bayombong, Nueva Vizcaya*

Internet users today have become more than regular citizens of the Internet or netizens (Crystal, 2004); they have formed themselves into “communities of practice” (Lave & Wenger 1991; Wenger 1998) or “communities of interest” (Brown & Duguid, 1991). Taking the place of “spaces such as pubs and cafés as loci of public social interaction” (Rheingold, 1993, in Wilson & Peterson, 2002), these newly emerged communities exhibit distinctive communicative practices forming different varieties of internet English (Crystal, 2004). In the Philippines, the popularity of the internet, especially social networking sites such as facebook, has led to the emergence of one of the fast rising communities, the online shopping groups and to a distinctive and creative use of English.

Using the posts and conversations of members of an online shopping community in the Philippines as corpus, this qualitative study aims to describe an emerging style of English language use. It reveals that the language of online shopping group is a distinctive variety of Philippine English as it utilizes its own graphical and graphological features, polysemic variations, acronyms and neologisms. Moreover, more than an idiolect, the kind of language that circulates in the community serves utilitarian and pragmatic purposes. It saves time and space, captures specific meanings and is used as an attention-getting device.

## **Topic: New Perspectives on English Language Teacher Education**

Date: 6 December 2019, Friday

Time: 1200 to 1310

Venue: Dunearn II, Raffles Town Club, Singapore

### **Combining Classroom Research, Teaching and Learning Through Team Learning**

*Tim Stewart*  
*Kyoto University*

The search for appropriate ways to teach and do research is rightly an endless cycle of experimentation. From the point of view of classroom teachers, improvement of teaching and learning are central concerns that may or may not include research. This presentation introduces *team learning*: a way of approaching classroom practice that has the potential to allow educators to combine classroom research, teaching and learning. In many contemporary contexts the fixation on measures of accountability and standardized testing positions teachers as mere delivery agents of centrally planned curricula. Following Arnold and Brown's contention that, "a good language teacher *knows* and *does* but most essentially *is*" (1999, p. 4), it follows that a second language teacher who is able to maximize her professional potential in the classroom *is*, foremost, *a learner*. This philosophical foundation supports the concept of team learning, first proposed in language education by Tajino and Tajino (2000). The updated model of team learning clarifies the concept by extending discussions of approaches like 'reflective pedagogy', 'learner autonomy', and 'learner-centered' teaching. Team learning opens opportunities for practitioners to expand their role from being exclusively that of a teacher to realizing their learner potential in their own classrooms. The concept of team learning invites teachers to see themselves as team members in learning events. When team learning is achieved, optimal conditions for learning occur that can result in the experience of flow. These conditions, considered as "emergent properties", are discussed in this presentation.

### **The Exchange Teaching Practicum Program: Identity Formation and Challenges Faced by Indonesian EFL Pre-Service Teachers**

*Yanty Wirza and Dian Yustika, Universitas Pendidikan Indonesia*

The SEA-Teacher Program organized by Southeast Asian Minister of Educational Organization (SEAMEO) aims at strengthening the teacher capacity by facilitating the exchange program for

pre-service teachers to gain broader experiences and worldviews through teaching practicum in other countries in South East Asia. This study investigated the identity formation of two Indonesian EFL pre-service teachers and challenges encountered during the SEA-Teacher Program in the Philippines. A qualitative intrinsic case study with data obtained from interviews, participants' diaries and documents was utilized to discover the experiences and the challenges faced by the participants. The findings revealed that this program served as a critical event as one of the corner stones in the participants' identity formation as English teachers. It was also found that the ELT contexts, the curricula and cultural differences between Indonesia and the Philippines had caused challenges related to lesson plans and material preparation, classroom management and communication breakdowns. The strategies used to cope with these challenges were (1) consulting with the co-teacher as the main support during the program, (2) learning Tagalog (3) creating a pleasant atmosphere and offering rewards as a way of fostering closer relationship with the students. The implications drawn for the similar exchange programs to strengthen the capacity of teachers in ASEAN are that the teacher training institutions need to prepare pre-service teachers through proper orientation programs about the education system, the curriculum and regulations, and adaptation strategies in dealing with different educational environment and cultures.

### **Move Confirmation and Teaching Strategy Identification of English Student Teachers' Lesson Plans at a Teacher Education Institution in the Philippines**

*William Jr Magday and Issra Pramoolsook, Suranaree University of Technology*

Lesson planning is one of the most important skills of a teacher in the Philippines. The Department of Education (DepEd) mandates that a teacher is not allowed to teach without a lesson plan. Hence, the Commission on Higher Education (CHED) orders all Teacher Education Institutions (TEIs) to ensure that every education student can produce well-planned lessons even before the Teaching Internship course. Despite its relevance, no one has attempted to investigate the lesson plan structure using move analysis. Moreover, a preliminary survey reveals that many of the student teachers find it difficult to produce lesson plans. Therefore, this study explores 22 lesson plans compiled in the internship portfolios of English student teacher graduates of a TEI through move confirmation and teaching strategy identification, which are anchored on Swalesean genre analysis. The move confirmation analysis is based on CHED's lesson planning policy for student teachers. A focus group interview with the participants was also utilized in interpreting the data. Based on the analysis, the five parts or moves were confirmed with their constituent teaching strategies and teaching strategy cyclicality identified. The findings may also provide ESL teachers with insight into effective instructional strategies to help TEI students acquire pragmatic knowledge of the rhetorical structure of lesson plans. A Lesson Plan Framework for English novice teachers is proposed as a guide to offer a frame for structuring

their planning of the lessons and a pool of words or phrases that can help them in writing the lesson plans.

### **Interrogating EFL Student Teacher's Criticality**

*Wigati Dyah Prasasti, Universitas PGRI Adi Buana Surabaya, Indonesia*

In the context of teaching English as a foreign language (TEFL) in Indonesia, critical thinking is principally based on cognitive categorisation proposed by Bloom, which is famously known as Bloom Taxonomy. Yet, this cognitive critical thinking has been unable to facilitate EFL learners in Indonesia to cope with dynamics in society. While the taxonomy works exclusively in the individual learner's cognitive domain, text – as it is defined by Deconstruction – is mostly produced within the sphere of inter-personal relationships. The failure in recognising hoaxes or false news is the phenomenon now emerging. To cope with the limitation of this cognitive critical thinking, a new paradigm should be embraced to be able to catch up with the dynamics. Critical theory seems promising to be the foundation of critical thinking since it emphasises on the play of language in understanding meanings.

Critical theory argues that texts should be deconstructed to uncover their ideology, as every text has its own hidden agenda. This cannot only be identified through interrogating texts facilitated by cognitive steps proposed by Bloom. In advancing this new paradigm of critical thinking, both questionnaire and interview are used to collect data dealing with student teacher's current stance on criticality. I argue that his/her stance as a future EFL teacher on critical thinking is crucial to the success of EFL learners' facilitation in developing their criticality in, for example, reading activities.

## **Topic: Language Attitudes and Ideologies in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1410 to 1550

Venue: Dunearn I, Raffles Town Club, Singapore

### **Gaining Membership to the Global Research Community: The Journey of One Non-Anglophone Science Scholar**

*Sun Xiaoya and Cheung Yin Ling, National Institute of Education,  
Nanyang Technological University, Singapore*

This presentation reports on a case study aimed at profiling the quest of a home-trained, periphery- based Chinese science scholar in gaining and maintaining membership to the global research community through publishing in English-medium, international scholarly journals. Lave and Wenger's (1991) concept of legitimate peripheral participation (LPP) is drawn on as the theoretical background of the study. The case of Wang, a scholar in the field of electronic engineering working in a major research- intensive university in China, is then presented, with an emphasis on his English scientific writing and publishing practices over three formative stages, i.e., postgraduate studies in China, postdoctoral fellowship in the US, and work as a mid-career researcher in his home university. Three in-depth, semi- structured interviews, each focusing on one stage, constitute the main data source. A selection of Wang's English publications, together with his correspondence with disciplinary colleagues, are collected for supplementary information. Data are analyzed using the method of qualitative content analysis for salient themes featuring his participation in the community, and factors that facilitated or hindered this participation. Findings help trace the trajectory of Wang's development from an apprentice scholar/novice writer to an independent researcher/established author. Empirical light is shed on how English as the default language for international research dissemination influenced Wang's efforts to engage with the global discourse community, as well as how transnational academic experiences in an Anglophone context also played a part. Insights from this study are expected to be relevant to non- Anglophone scholars in Southeast Asia aspiring to international recognition.



## **Student Perspectives of English Medium Instruction (EMI) in Brunei: Attitudes towards Language Use in the Classroom**

*Ishamina Athirah Muntassir Gardiner, Universiti Brunei Darussalam*

In Brunei, English Medium Instruction (EMI) education is well-established, having been implemented over three decades ago through the bilingual education system. This paper examines the perspectives of Bruneian Higher Education (HE) students with the aim to consider the impact of EMI education on their language use and language preference in academic settings. The study is based on quantitative data collected from 246 Bruneian undergraduate students at Universiti Brunei Darussalam (UBD) using a structured questionnaire. The findings show that while 75% of the students are reportedly comfortable with the use of English in their modules, translanguaging seems to be favoured as the majority of students (79%) reported that they mix English and Malay when speaking with their Bruneian lecturers. Furthermore, 64% of the students accept the occasional use of Malay by their lecturers in their English-medium classes, while only 14% of them agree that university education should exclusively be conducted in English. These perceptions can thus be seen as a reflection of the high levels of bilingualism in the country, a result of the bilingual education system which has been reported as the most successful of all the member states in ASEAN (Kirkpatrick, 2010). Moreover, the findings on translanguaging in academic settings can add to an understanding of language choice in multilingual societies. This study therefore provides insights on the impact of long-term EMI education on language attitudes according to student perspectives, and can inform language planning and policy in the wider context of EMI and HE in Southeast Asia.

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## **Pragmatism and Segmentation in Singaporean Primary School English**

*Sally Ann Jones*

This paper reports two significant research findings about the way English is conceptualized and perceived to function in Singaporean primary schools by pupils and their teachers. The study data are 48 lesson observations, surveys of pupils and teachers, and interviews with 227 pupils and 17 teachers from three schools. The pupils are from primary one (seven years old), primary three (nine years old), and primary five (eleven years old). First, pupils and teachers were explicit in acknowledging the function of English as a means of communication, essential for survival and success in the children's future work and social life. This position aligns well with the official

view enshrined in policy and syllabi. However, embedded in the interview examples and anecdotes, were acknowledgments of language as a tool for learning and as aesthetic experience, especially in reading. Second, in the minds of children, the school subject of English was conceptualized as segmented into the boundaries of the national Primary School Leaving Examination (PSLE) and language skills, e.g. composition writing, reading comprehension, and grammar as synthesis and transformation. Observations showed that teaching and curriculum planning led this compartmentalization. Through illustrations from the data, I argue that, taken together, these two findings show a pragmatic and segmented orientation to the language which inhibits thinking and aesthetic pleasure and is likely to block transfer of learning within the subject and across the curriculum. The paper considers how these orientations and perceptions impact teaching and learning in the Singaporean primary school.

### **Effects of Sociolinguistic Awareness and Language Attitudes on the Phonetic Acquisition of English as a Second Language**

*Rowland Anthony Imperial, Centre for English Language Communication,  
National University of Singapore*

The Philippines has become the most preferred country for English as a Second Language (ESL) education among students from East Asia, particularly Korea. From a sociolinguistic standpoint, this is interesting because Philippine English, as a regional variety, is viewed much less favorably than American English, the usual target language for L2 acquisition. Research on Second Language Acquisition has shown that increased exposure to a target language (L2) positively correlates with improved levels of acquisition. This paper, however, reveals that varying degrees of sociolinguistic awareness and language attitudes may also influence L2 acquisition patterns, and even play a more significant role in the process especially if it occurs in contexts wherein the target L2 is a ‘high’ prestige variety (i.e., American English) but is taught by speakers whose language repertoire is, in relative terms, a ‘low’ prestige variety (in this case, Philippine English). For this paper, I analyze data from the classroom fieldwork I had conducted in 2016, and present two key findings: first, foreign ESL learners who exhibit better sociolinguistic awareness and perceptual accuracy of Philippine English accent features are less likely to acquire them. Second, foreign ESL learners who exhibit neutral-to-positive attitudes towards Philippine English are better at avoiding these accent features in their speech production. These findings suggest that even though such learners are putting more economic and social value into Philippine-based ESL education, many of them continue to regard Philippine English as a less prestigious variety and still aspire to achieve ‘native-like’ English norms in speech.

## **Unofficial English Teachers: Sociolinguistic Dimensions of Filipino Domestic Workers as Caretakers of Children**

*Ron Bridget Vilog, De La Salle University, Philippines*

*Ariane Macalinga Borlongan, Tokyo University of Foreign Studies, Japan*

Filipino domestic workers (FDWs) have become a common feature in many middle- to upper-class households in the Middle East, Southeast Asia, and East Asia. Yet an important aspect which must be accounted for is the sociolinguistic dimensions of the English language input they provide to the children they care for. The three-pronged study reported in this presentation tries to fill that gap. First, the presentation talks about the rearing practices FDWs have with their employers' children, with special focus on their verbal interactions. A questionnaire survey is implemented and findings from the survey are presented in individual interviews and group discussions. Second, it discusses the attitudes of their employers in relation to the English language input these helpers provide employers' children. Employers' attitudes are ascertained also through surveys and individual interviews. Third, it gives a brief linguistic description of the English language use of both the helpers and the children as a necessary first step to comparing their language and ascertaining purported linguistic influence of these helpers on the children they care for. Recordings of interactions between the domestic helpers and the children they take care of are described and, specifically, investigated for possible domestic helper influence on children's English language use.

## **Topic: Development, Variation and Change in Southeast Asian Englishes**

Date: 6 December 2019, Friday

Time: 1410 to 1550

Venue: Dunearn II, Raffles Town Club, Singapore

### **How Do We Sound in the Expanding and Outer Circles? Acoustic Case Studies of Brunei and Vietnam English.**

*Daniel Lee and Ee Ling Low, Nanyang Technological University*

This paper maps out differences in the spoken features of Brunei English and Vietnam English, by way of typologising the sound systems of two Southeast Asian varieties and assessing the notional currency of the Kachruvian Circles Model. The present paper revisits Lee and Low's (2019) research on the monophthongs and rhythmic patterning of Brunei English and Vietnam English – respectively an Outer and Expanding Circle variety – and extends the scope of inquiry to study the nature of rhotacisation in these Southeast Asian Englishes. An acoustic analysis is conducted on the realisations of postvocalic 'r' and a comparison of the degree of r-colouring is made between the two varieties. The speech of 10 speakers of Brunei English and 10 speakers of Vietnam English are studied. Measurements of frequency values of the third formants (F3) are taken at transitional states (i.e. nuclear vowel position to adjacent coda 'r' position) to record dips in F3 to surface postvocalic 'r' realisations. The measurements are subjected to normalisation to reduce effects of physiological differences (i.e. vocal tract length) and then averaged to produce estimations of the degree of rhotacisation observed in each variety. The present findings on rhoticity contribute to the growing literature on possible varietal trends in Southeast Asian Englishes, such as the observation of rhoticity in Singapore English (Tan, 2012). Taken together, the present paper and previous work on Brunei and Vietnam English enable a holistic view of the phase of development that the varieties exist at (Schneider, 2003, 2007).

### **The Singaporean Voice in Australian English**

*Selvarani Suppiah, Felicity Cox and Kimiko Tsukada*

Young children growing up in highly geographically mobile societies, where families move between towns, cities or countries, face the challenge of learning a new dialect or language in order to participate fully in their new community. This paper explores second dialect acquisition

(SDA) through a case study of a child whose family migrated to Melbourne, Australia from Singapore when the child was 4 years old. The longitudinal case study was conducted over a four-year period with recorded speech data collected when the child was 5 years 2 months, 5 years 8 months, 6 years 4 months, 8 years 0 months. Data was collected in two different speaking tasks – individual picture naming and a picture conversation. We analysed the vowels (both monophthongs and diphthongs) acoustically to determine the progress of change across the period. We hypothesise that the vowels that are most dissimilar between the two Englishes will demonstrate the biggest changes, for example, vowels that are monophthongs in Singapore English such as in 'say' would become progressively diphthongised towards a more Australian-like model through exposure to Australian English. The study has implications for teaching of English to migrants, and will help to inform the features that should receive focus in pronunciation training.

### **How Do Sounds Affect the Intelligibility of Hong Kong English?**

*Ka Long Roy Chan, The Chinese University of Hong Kong*

Hong Kong English (HKE) has been investigated vastly by scholars on various basis in the past two decades (Sung, 2015). While the phonetic and phonological patterns of HKE have been examined by various scholars in the past decade (Setter et al., 2010; Hansen Edwards, 2019), the intelligibility of HKE has not been researched extensively. Also, Hansen Edwards' (2015, 2016, 2019) series of research on the language attitudes towards HKE found that HKE has been gaining a positive image among Hongkongers and has gradually emerged as a variety of legitimate form of English used by Hongkongers. The current mixed method study employed a self-designed program, which is modified from Van den Doel's (2006) experiment on intelligibility and language attitudes, to examine the intelligibility of HKE. Using the specially designed program, the phonetic and phonological features of HKE which are related to the intelligibility are discovered. Eight HKE speakers' sound clips were listened to by eighty participants from people with different L1s. Preliminary results show tentatively that HKE is very likely to be intelligible to people all around the world regardless of their familiarity to HKE. The intonation of HKE is discovered as a hindrance to understand HKE fully. Moreover, there is a generally positive attitude towards HKE. The study is potentially useful to provide insights for the English pronunciation teaching in Hong Kong, especially on providing a modification to drift the current norm-based pronunciation teaching method to an intelligibility-focused pronunciation teaching.

## **Gratitude Expressions of Filipino Speakers of English in Spoken and Written Discourse: A Corpus-Based Study**

*King Arman A. Calingasan, Notre Dame University, Philippines*

The present study investigates the gratitude expression of Filipino speakers of English as observed in the spoken and written components in the International Corpus of English-Philippines (ICE-PHI). The analysis centers on the lexical stem *thank/ thanks* which forms a formulaic expression of the speech act of thanking. It also examines the responses of the benefactors after the thanking expression is delivered by the beneficiary. To analyze the data, the study adapts the classification system of thanking strategies and thanking responders developed by Wong (2010). A total of 393 gratitude expressions in a million-word corpus were examined and classified according to the types of thanking strategies. Based on the analysis, Filipino speakers of English use 10 different thanking strategies in spoken discourse and seven in written discourse, including two new formulas discovered in each discourse. In addition, a striking result reports that a few thanking responders were utilized by the benefactors in the spoken corpus. Surprisingly, no thanking responders were found in the written component of ICE-PHI. In sum, the study proposes the explicit instruction of these formulaic expressions, which includes the teaching of the specific context and genre where a certain thanking strategy or responder is appropriate to use. Moreover, it suggests that the construction and the use of new patterns of gratitude expression should be welcomed and considered if they are intelligible and felicitous. As argued in this study, the emergence of these new strategies shows ingenuity of Filipino speakers of English in expressing their gratitude.

### **“If it’s too ridiculous, it must be a joke”: The Metadiscourse of the Duterte Jokes**

*Maria Rhodora G. Ancheta, Department of English and Comparative Literature,  
University of the Philippines Diliman*

The current president of the Philippines Rodrigo Duterte is well known for his direct, largely informal speeches marked by jokes, hyperbolic narratives, and more often than not, laced with curse words and invectives. Duterte’s comments on significant political and social issues, such as foreign aid, the drug war he has waged, or the treatment of women, to name a few, are usually made more accessible to his listeners and spectators by couching these as jokes, asides, or as tongue-in-cheek commentaries.

While his discourse content and style cement his appeal to his supporters and admirers, who deem these attempts at levity as ways the president and the presidency are made accessible to the people, there also is a significant section of the population who construe these jokes as tasteless, at the very least, or as dangerous, at most, as threats and unstatesmanlike discourse are

explained away almost routinely as a sign of Duterte’s “playfulness”.

This paper examines the creation of new political joke work in the Philippines in a time of global political populism, and looks at joking strategies as more than just instances of harmless jocularity and more than just the fulfillment of a leader’s desire for “real” or “straight talk”, and, indeed, as configurations of more profound contemporary social and moral meanings. Using Ken Hyland’s metadiscourse theory allied to Jonathan Culpepper’s, and Penelope Brown and Stephen C. Levinson’s impoliteness theories, this paper will read and evaluate the humor in these Duterte jokes to excavate their deeper propositional intents.

## **Topic: English Language Teaching in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1410 to 1550

Venue: Dunearn III, Raffles Town Club, Singapore

### **Effects of Weekly Journals on Vietnamese Primary Students' Writing Performance**

*Vu Doan Thi Phuong Thao, University of Languages and International Studies,  
Vietnam National University*

Young learner second language (L2) writing has been recognized as a small part of the long-standing Second language writing research field across the globe since the 1980s. What is more, only recently has primary students' L2 writing received attention from researchers in Asian context (Oliveira & Silvia, 2016). To be more local, in Vietnam, writing at primary level has been given unequal interest in research and instruction compared to grammar, vocabulary, reading, listening and speaking. Conducted on an EFL/ESL primary curriculum aiming at building comprehensive English proficiency, the current study investigated the influence of weekly journals on students' writing development. The participants consisted of 15 third graders whose 3 papers, at the beginning of grade 2, middle of grade 2 and beginning of grade 3, were analyzed on 4 areas: fluency, accuracy, complexity and logical thinking. It is roughly revealed that after a year doing weekly journals of either creative or argumentative topics, students' written communication showed a significant improvement in 3 areas, namely fluency, complexity and logical thinking. Accuracy, however, saw only marginal growth. The paper was an attempt to enrich the literature of L2 writing on young learners, which has remained modest research area so far, specifically in Asian, ASEAN and Vietnamese context. Focusing on weekly writing journals, the current study also contributed to the source of pedagogical tools to boost written communication, which have been investigated since the beginning of the 21st century (Haynes, 2006, Woo, Chu, Ho, & Li, 2011, O'Hallaron, 2014, Storch, 2019).

### **Learning English Naturally Through Stories**

*Stephan Ellenwood, Wheelock College of Education and Human Development,  
Boston University*

This presentation analyzes stories serving as ideal, natural language learning experiences and providing diverse opportunities for active student participation. Stories help resolve a basic dichotomy in language theory and in language learning. Understanding how language is a structure (Chomsky) and an organism (Hymes) strengthens second language curriculum and



classroom strategies. Studying stories enables students to improve language competence, vocabulary, and rules essential for receiving and expressing language. Both language structure and the ways actual language is experienced in diverse contexts benefit students examining stories individually, in daily life, and in classrooms.

Innovate language teaching through stories generates activities engaging all language forms – reading, writing, speaking, listening, observing, and imagining. Both analytic and creative writing activities emerge productively from studying stories, that are read, heard, observed, or experienced. In group work students effectively and productively discuss stories in their second language because they all experience the same story. Through this experience students learn language in a natural way – by speaking and listening with increasing precision. In addition, teaching with carefully selected artful across diverse cultures allows fundamental 21<sup>st</sup> century “soft skills” to rapidly develop – skills in collaborative and creative problem solving, more refined social-emotional intelligence, and more sophisticated decision making. Students learn to productively edit event, characters, syntax, and vocabulary; create prologues and epilogues; invent new characters; and conduct research with adults outside their classrooms.

### **The Effect of Paired-Text Instructions on South Korean EFL Children's Reading Comprehension**

*Joan Yoon, Korea University*

This present study examined the effect of paired-text instruction on reading comprehension among thirteen Korean EFL primary learners with low English proficiency. The total of twenty texts was paired by different levels of non-fictional texts, one level lower than learners' current level, followed by one level higher fictional texts based on the same topics. Differentiated levels of text sets and a number of in-class reading activities were implemented in the class as well. Besides the qualitative approach, the statistical analysis was conducted to compare the pre- and post-reading comprehension test results. The research findings suggest that paired-text instruction which was adapted for Korean EFL primary students in beginner's level is effective for enhancing reading comprehension and overall English proficiency.

### **Let's Write! Teaching Writing in the Primary School Context**

*Donna Lim and Kiren Kaur*

What makes for good writing? Writing is regarded to be a daunting task, much less the teaching of writing within the primary school context. Evaluation of students' writing compounds this problem as teachers fight for time to sift through piles of students' writing to

provide feedback and offer effective instruction to help their students improve. This presentation acknowledges that writing develops over time and with strategic instruction and targeted evaluation, teachers and students can reap better benefits in the writing process. The session will explore ways to teach as well as examine writing. Possible tools for writing assessment will also be explored. This presentation is particularly useful for primary school EL teachers who would like to further arm their repertoire of strategies as well as feedback practices to support their students in their journey on developing writing.

**Student Feedback in the English Language Classroom in Singapore:  
“I would really like to know how I’m doing!”**

*Fatema Anis Hussain, National Institute of Education,  
Nanyang Technological University Singapore*

One of the most critical influences on student learning (Hattie & Timperley, 2007), feedback is the hinge that swings information about goals and progress between teacher and student (Pollock, 2012). Pollock argues for teachers to “ladle differently” - not always giving feedback but creating opportunities for students to seek feedback from their teachers, peers and themselves (p. 14). This paper surfaces how students seek, interpret and attend to feedback in two Primary 5 English Language (EL) classrooms in Singapore. Premised on the ‘conceptual flip’ (Pollock, 2012), the present focus is an investigation of student feedback practices and classroom participants' beliefs about feedback.

Findings from a baseline Singapore study provide substantial evidence of teachers’ evaluative feedback, pointing to the need to activate students as learning resources for one another (Hogan et al., 2013). This 2018 study involves designing tasks embedded with opportunities for student-initiated feedback. Data is drawn from students’ focus group discussions, analysed using a data-driven, inductive approach. Excerpts from the observed (and video-taped) lessons, illustrate how students seek explicit feedback and, as Brookhart (2008) notes, generate their own internal input.

Recently, the Ministry has pushed for students’ self-directed learning. The new primary EL Syllabus (MOE, 2020) foregrounds metacognition, and teachers checking for students’ understanding and providing feedback. Thus, the value of interactive feedback as a key finding is pertinent. Broadly, the findings have pedagogical implications for classrooms where the English Language is both the instrument and object of study (Christie & Maton, 2011) particularly so, in the Asian context.

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## **Topic: English Language Teaching in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1550 to 1720

Venue: Dunearn I, Raffles Town Club, Singapore

### **Analyzing Digital Advocacy Infographics: Inputs to Genre-based Approach to Purposive Language Education**

*Faith Edhlen Jovellanos and Gilbert Tinio,  
De La Salle University, Philippines*

The digital era has ushered in new and creative yet challenging means of communicating information. Infographics, as one these means, is a commonly used genre that is continuously evolving and thus, attracting the interests of researchers and educators. Infographics, in fact, are becoming more and more popular as an educational tool and resource because of its appeal and flexibility. This study therefore described the most prevalent components of advocacy infographics using move analysis. Following Amit-Danhi and Shifman's (2018) rhetorical categories of infographics and VanderMolen and Spivey's (2017) three basic components of infographics, this study analyzed a corpus of infographics that advocate children's rights using the genre analysis approach in order to provide English as a Second Language learners a model for genre-based approach to language learning. Results revealed that advocacy infographics of any rhetorical category contained the minimum three components or moves identified by VanderMolen and Spivey in 2017: the visuals, the content, and the knowledge, and the additional required component found in this paper, termed in this study as "Names." The results of the study were used to design a module to language education with a purpose using the genre-based approach. Opportunities for future studies were also provided at the latter part of the paper.

### **Learners in Transition: A Singapore Case Study of PRC Students in Southeast Asia**

*Yoke Sim Fong, Centre for English Language Communication,  
National University of Singapore*

Growing numbers of students from China are studying in Southeast Asia. As an indication of their presence, in 2016, 15,000 PRC students enrolled in Malaysia, up 15.4% from 2015. In

2017, over 8,000 enrolled in Thai universities, twice that in 2012. The statistics for PRC students in Singapore could not be nailed down but, in 2019, the estimated number of international students is 50,000. Students from China form a large majority, going by my teaching experience in a local tertiary institution. What do these learners experience in their Southeast Asian learning contexts and what language support do they need to succeed in their studies (Byram & Feng, 2006; Norton, 2000)? What do ELT teachers need to know about their learner characteristics and their transitions from an EFL context to an ESL/EIL one? How prevailing is the influence of the traditional Chinese culture of learning (Cortazzi & Jin, 1996; Hu, 2003) on them? In this paper, I report the findings of a longitudinal study of seven Chinese undergraduates, summarized as follows:

1. The traditional Chinese culture of learning is foundational but not all-encompassing
2. The ESL/EIL learning context provides learners with opportunities and empowerment
3. Beliefs and strategies are interconnected; enlarging the vision also fuels the action
4. Their motivation and identity underscore the power of real and imagined communities
5. Affect matters; the learners are propelled by the trajectory of their emotions.

Based on these findings, I also share pedagogical implications on supporting Chinese learners in their journeys.

### **Genre Deployment in Bachelor's Theses By English-Major Students in a Chinese University: An SFL Perspective**

*Yimin Zhang and Issra Pramoolsook, School of Foreign Languages Institute of Social  
Technology, Suranaree University of Technology, Thailand*

For English-major students in Chinese universities, bachelor's theses are regarded as the most substantial piece of writing in their undergraduate undertakings, a pivotal pass to graduation. From the perspective of Systemic Functional Linguistics – its genre theories in particular, the complex macrostructure of a bachelor's thesis constitutes a *macrogenre* which combines more than one elemental genre to accomplish complex goals. An understanding of how students deploy elemental genres in bachelor's theses can help reveal the construction of this macrogenre and further assist thesis writing in this discipline. Based on a taxonomy of key written elemental genres in educational domains developed by SFL genre theorists (e.g., Rose, 2010, 2015), this study analysed the genre deployment of 40 highly-rated bachelor's theses written by English majors at a Chinese university, triangulated with in-depth interviews with thesis writers and advisors. The results show that the 40 theses contained 776 shorter texts instantiating 22 types of

elemental genres across 7 genre families. Specifically, reports were most extensively used, which served as the basis of the macrogenre for the thesis writers to transmit their received disciplinary knowledge. Arguments and text responses, though ranking lower in number, were regarded as the core of bachelor's theses, through which the writers projected their evaluative meanings and authorial identities. Meanwhile, stories, chronicles, explanations, procedural genres were deployed sporadically and only played an auxiliary role. The findings can offer implications for teaching and researching thesis writing in non-English dominant contexts, and may inform similar practice in Southeast Asian universities as well.

### **English Vocabulary Learning Methods Used by Students at VNU-IS**

*Hoa Nguyen Thi To, VNU International School, Vietnam National University*

This is a study on English vocabulary learning methods used by students at VNU International School, Vietnam National University, Hanoi (VNU-IS). It has been done by a survey of more than 400 first-year students at VNU-IS. The answers were then analysed to get the data about the frequency and percentage of participants in each question. The research aims to find out which vocabulary items these students choose to learn, which word aspect they find the most difficult and the most important to learn, what they often do when encountering new words and which vocabulary learning methods are more frequently used. The findings of this research may provide valuable information for lecturers of English. From the data collected and the findings, some suggestions are made in order to improve the effectiveness of English vocabulary learning methods currently used by VNU-IS students.

### **Student-Faculty Partnership: Co-Designing the Curriculum**

Kristina Marie Tom, Christopher John Hill and Steven Robert Adam,  
Nanyang Technological University

Our project is an investigation into student-faculty partnership in curriculum development, focused on an academic literacy course offered to English, Philosophy and History students at Nanyang Technological University. Students and faculty from these three disciplines were invited to a conference held by the developers of the course, who are also members of the research team. We worked collaboratively to parse course feedback previously collected via surveys, brainstorm ideas for the course guide and identify ways in which university writing programmes could better address student needs. Students presented their recommendations on the last day.

Data collection included surveys, interviews, focus groups and conference materials.

Participants reported positive teaching and learning outcomes similar to that previously reported in the literature, such as: increased student engagement in learning, meta-cognitive learning, development of better curriculum materials, and new beliefs about teaching and learning that changed practices for the better. An analysis of survey results from two cohorts of students (before and after introduction of partnership-produced course materials) is ongoing.

Theoretically, we draw upon emerging student-faculty partnership literature in the Scholarship of Teaching and Learning, as well as an applied linguistics approach to needs analysis. We hope to identify ways in which the two bodies of research might inform each other and lead to new recommendations for best practice. This talk will focus on the process and preliminary results of our partnership project, and might be of interest to colleagues curious about working collaboratively with students to develop new course materials.

## **Topic: Linguistic Landscapes**

Date: 6 December 2019, Friday

Time: 1550 to 1720

Venue: Dunearn II, Raffles Town Club, Singapore

### **A Quantitative Investigation of Linguistic Landscape of Chinatown in Singapore**

*Hui Zhang, School of Foreign Languages, Tianshui Normal University, P.R. China/  
National Institute of Education, Nanyang Technological University, Singapore*

As a relatively new area in applied linguistics, Linguistic Landscape (LL) refers to the salient languages displayed in public spaces. Despite a small number of existing literature devoted to examining the LL of Singapore (Shang & Guo, 2016; Tan, 2014; Tang, 2016; Tupas, 2015), Chinatown in Singapore has not received much scholarly attention and its LL has not yet been systematically reported. The current study wishes to fill in this research gap by conducting a quantitative investigation of LL in Chinatown. The database for current study is comprised of a total of 831 instances of signs in the form of photographs which are collected in Chinatown from four trips in 2017. Adopting quantitative data analyses, the study attempts to address two research questions: (1) what language plays a dominant role in the LL of Singapore's Chinatown and (2) what are the top-down and bottom-up LL features in Singapore's Chinatown? The results show that English has an absolute dominance in the LL while Chinese is ranked as the second frequently-used language appearing in the local LL. With regard to the LL features in top-down and bottom-up domain, it has been found that significant differences exist in terms of languages contained; monolingual, bilingual and multilingual compositions; code preference; forms of Chinese scripts as well as relationship between message content and language used.



## **Harmonizing English and the Mother Tongue in the Linguistic Landscape (LL) of the Urban Cordilleras**

*Marinel Liccod Piamonte, School of Teacher Education,  
Saint Louis University, Philippines*

This study explored the language preference of the ethnolinguistic communities along welcome, regulatory, and directional signage in the linguistic landscape (LL) of the urban areas in the mountain region of the Philippines. It also determined the communities' priority languages in the public space. This inquiry utilized a mixed-method research and sequential-explanatory design. The results provided evidence that *English only* is consistently preferred by the Tuwali ethnolinguistic group of the province of Ifugao. The other ethnolinguistic groups in the Cordilleras consider inclusion in the linguistic landscape through a preference for two languages: mother tongue and English, or mother tongue and another local language. The preference for English visibility in the LL reveals the concept of social difference reduction; demonstration of Cordilleran hospitality; and accustomization of standard English signs. Significantly, a courteous tone in the LL is highly favored across all the ethnolinguistic groups.

## **From Hokkien to Colloquial Singapore English: An Emergence of *toh* in Youthspeak**

*Hannah Naomi Chee, Mie Hiramoto, Jun Jie Lim, Xue Ming  
Jessica Choo, Wilkinson Gonzales and Jakob Leimgruber,  
National University of Singapore, University of Michigan, University of Basel*

Based on two different sets of data, this study investigates how a Hokkien expression *toh* 'to fall/collapse' has come to be used among young speakers of Colloquial Singapore English (CSE). While the older generation reflects a tendency to use the word *toh* predominantly in Hokkien, younger Singaporeans are found to incorporate it into their CSE, with meanings beyond the original:

- (1) i *toh* reading that tweet      'I laughed so hard reading that tweet'
- (2) his phone *toh*                  'his phone is out of battery'

As for our data, first, a 5-million-word corpus of text messages from university students provides the primary data for a quantitative analysis of the general usage. Second, an online survey with 147 native CSE-speakers contributes to the qualitative analysis concerning how *toh* is undergoing semantic change from Hokkien to CSE. The innovative meanings include literal and figurative DEATH, where the latter conveys the extremity of the speaker's emotional or physical state. Also functioning as a discourse marker and an interjection, *toh* serves as a hyperbolic back-

channelling marker in CSE.

This thesis proposes several factors that contributed to the shift in the way CSE *toh* has been used including a rise of electronic communication, youth party culture, and National Service. The findings suggest that *toh* is a tool for identity projection within the younger generation of Singaporeans. That is, the younger Singaporeans claim and embrace their own linguistic tokens, such as *toh*, that are distinct from those familiar to the older generation CSE speakers.

### **Battling Linguistic Imperialism in a Philippine High School Using Canagarajah's Critical Pedagogy**

*Jovie D. Espino, Ateneo de Manila University, Philippines*

In a country like the Philippines where English linguistic imperialism can still be seen in various aspects of society, how will linguistic diversity survive and prosper? Although recognized as a “legitimate nativized variety of English” (Dayag, 2012), the journey of Philippine English, as well as other varieties, into being widely accepted, promoted, and even celebrated most especially in the academe still has a long way to go. This journey, though lengthy, is not impossible to overcome. This paper looks into the various ways on how a Philippine educational institution resists linguistic imperialism using Canagarajah's framework of critical pedagogy. Using Phillipson's framework of Linguistic Imperialism (1992), the paper first establishes how the English language curriculum of the school manifests the various fallacies in ELT. Then, using Canagarajah's framework of Critical Pedagogy (1999), the paper outlines the various efforts being done in resisting the privileging of one variety of English in the curriculum. In an era where centrality and peripherality are constantly shifting, the study hopes to further cement the legitimate status of other varieties of English most especially in schools where the young minds of tomorrow can help further this cause.

### **Linguistic Schoolscapes of an Ethnic Minority Region in China: A University Case Study**

*Ying Wu, Hui Zhang and Rita Elaine Silver, National Institute of Education,  
Nanyang Technological University, Singapore*

This article focuses on linguistic schoolscapes in three universities located in a multilingual, ethnic minority region of China: Guangxi Zhuang Autonomous Region. A term coined by Brown

(2012), “linguistic schoolsapes” positions the study of linguistic landscapes with an emphasis on the dimension of education and learning. Linguistic schoolsapes are interesting to explore because it represents the identity and image of the universities that are semi-public institutional contexts open to the visitors and exerts influence on the education stakeholders in the university. Moreover, linguistic schoolsapes also create an educational space that exposes education stakeholders to multiple education and learning opportunities such as learning materials and linguistic awareness. In particular, signage has found an application in English as a Foreign or a Second language (EFL/ESL) classes for university students. Our study is located in a wider multilingual context where EFL and ESL and rich linguistic resources in ethnic minority regions along transnational borders can be found. We collected 833 signages appearing inside and outside campuses of three Chinese universities at different tiers in the Chinese education system and with various educational visions and missions, namely one top comprehensive university, one nationality university and one teacher education university to triangulate the data source. Using a three dimensions framework proposed by Trumper-Hecht (2010), we explore issues such as multilingualism in society, internationalization in linguistic schoolsapes and multilingual education opportunities.

## **Topic: Development, Variation and Change in Southeast Asian Englishes**

Date: 6 December 2019, Friday

Time: 1550 to 1720

Venue: Dunearn III, Raffles Town Club, Singapore

### **Interdental Fricatives in Colloquial Singapore English**

*Qizhong Chang*

This paper investigates the patterns of use of interdental fricatives (/θ/ and /ð/) by Colloquial Singapore English (CSE) speakers. Like other emerging varieties of English, there are a number of allophones for interdental fricatives in CSE, depending on where they appear within a word-initial (/t/ and /d/), medial or final (/f/ and /v/) position. Most of the reported allophonic variants are consistent with past accounts of interdental fricatives in CSE (Baskaran, 2004; Moorthy & Deterding, 2000; Bao, 1998; Platt & Weber, 1980). Unfortunately, previous studies on CSE interdental fricatives have either been based on the impressionistic judgments of the researchers, or on the basis of a small number of speakers. This new data set is much larger than those from previous studies (441 subjects and 69 data points for each subject), and provides a rich description of interdental fricative patterns in CSE, including new and previously unreported allophonic variants. A total range of 13 speech sounds and sequences of speech sounds were reported: they were t, t<sup>h</sup>, θ, ð, ʃ, d, v, f, s, k, fd, ft, and Ø (deletion). Significant observations from our data include whether variables such as gender and Mother Tongue affects patterns of use, and whether word initial or word final interdental fricatives are more susceptible or resistant to change (substitution/deletion), both of which implicates a broader pattern of CSE speakers' phonological behaviour.

### **Markedness of English Codas Produced by Thai Speakers**

*Kamonnate Iadkert and Azirah Hashim, University of Malaya*

This study aims, first, to examine how Thai speakers produce English codas to address the variation performance in producing single and double consonant clusters. And second, this study investigates how the markedness based on the sonority distance relates to the coda consonants produced by Thai speakers. The data were gathered from a 64-sentence reading from three Thai university students. The results showed that the participants' errors in producing coda consonants were categorized into three types: substitution, deletion, and insertion. According to the Markedness Differential Hypothesis (MDH), the variations in L2

segments are related to the relative degree of markedness, based on the sonority distance, stating the notion that acquisition will be easier when L2 has less-marked features than L1. Based on the sonority hierarchy, in general, two consonants in clusters can be classified along with the sonority distance as a fall in sonority from the first consonant to the second one. The closer the two consonants are, the more markedness the cluster has. The results were not consistent with the sonority distance that there were more errors in an unmarked phoneme such a lateral /l/ than in a marked phoneme as a voiceless fricative /s/. Concerning the coda cluster productions, the results were also not accord with the sonority distance.

### **Lexical Variations in English Used in Myanmar and Their Determinant Factors**

*Khin Khin Aye, Swinburne University of Technology*

The ASEAN's promotion of English as the sole working language through the 2009 Chapter has triggered more scholarly works on varieties of English and associated English language teaching in the region. However, out of 11 Southeast Asian countries, research on world Englishes or contact linguistics concentrates mostly on such countries as Singapore, Malaysia and the Philippines. Unlike these well- studied countries which are of Kachru's outer circle countries, despite similar colonial past, English is still a foreign language in Myanmar. Given limited literature on English used in Myanmar or English language teaching in Myanmar, this paper takes a diachronic approach to contextualize English in Myanmar using Kachru's three-circle model, identifies its development using Schneider's Dynamic Model of Postcolonial Englishes and describes some variations observed in its vocabulary in relation to factors drawn from sociolinguistic and socio-political contexts in which it was transplanted and has been developed or shaped. Some variations in this variety reflect Indian English which was imported by English teachers in the beginning of transplant while the origin of some transport-related words and those used in entertainment is still unknown. It is hoped that findings of this study will fill the gap in world Englishes literature and shed some light on this under-studied variety.

### **The Intelligibility of Non-standard Word Stress between Southeast Asian Speakers**

*Christine Lewis, Universiti Brunei Darussalam*

Since interlocutors in English as a lingua franca (ELF) environments prioritize intelligibility over native-speaker norms, it is advantageous to identify which non-standard pronunciation features cause misunderstandings (Jenkins, 2000). To explore the contentious topic of the intelligibility of unexpected word stress (Lewis & Deterding, 2018; Jenkins, 2000), two pairs

of discuss-the-difference tasks designed to encourage the production of polysyllabic words were implemented in Brunei Darussalam. 41 professionals from nine Southeast Asian countries attending an English course at Univeristi Brunei Darussalam were recorded discussing the pictures with coursemates whose first languages differed from their own. This presentation analyzes the instances of non-standard word stress (e.g., photoGRAPHer, caLENDER) produced in the exchanges and evaluates their intelligibility. Results show that innovative word stress in ELF interactions sometimes impedes intelligibility and other times is understood. Some misunderstandings support theories that the direction of the shift in stress can have a substantial impact on intelligibility (Field, 2005), and that changes in vowel quality may also be important (Cutler, 2015).

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## **Equipped, Primed and Ready for Future – Discourse(s) of Success for Children in Singapore**

*Shrutika Kapoor*

This analysis is part of a broader study that examines the interlinkages between the discourses of future-readiness and elitism (Thurlow & Jaworski, 2006) in the context of parentocracy (Brown, 1990) and social reproduction (Bourdieu & Passeron, 2000) in Singapore. According to the discourse of future-readiness, individuals feel compelled to seek self-improvement in-order to be ready for the future. While existing studies have hitherto focussed on older children, my study investigates how these discourses have seeped into the pre-school years. Increasingly, parents of pre-schoolers are seen to enrol their children in a wide variety of enrichment programmes with a view to secure their children’s future.

The present analysis examines the discourses that enrichment programs engage in and asks how do they use linguistic resources to differentiate and position themselves. The data comes from 15 enrichment centres and consists of website home pages and advertisements of these centres. Corpus assisted discourse analysis reveals that enrichment centres emphasise the urgency to start early – they instil an anxiety about future while simultaneously urging parents to act in the present. Although emphasis on doing well in school continues to be a central theme, my analysis also crucially demonstrates that confidence, critical thinking, creativity and self-expression are the key soft skills to acquire and as the advertisements put it, it is never too early to start acquiring them. To conclude, the discourses of future readiness and elitism are interlinked

and that enrichment centres exploit parental anxieties to differentiate themselves.

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## Topic: English Language Teaching in Southeast Asia

Date: 6 December 2019, Friday

Time: 1730 to 1840

Venue: Dunearn I , Raffles Town Club, Singapore

### **An Assessment of Vocabulary Knowledge of Vietnamese EFL Learners**

*Duy Van Vu, KU Leuven, Belgium*

*Nhung Cam Nguyen, Vietnam National University Hanoi*

Vocabulary is key to communication and developing vocabulary knowledge is important for the improvement of language skills. In Vietnam, according to the Ministry of Education and Training, by the end of high school (12th grade) Vietnamese students should have mastered around 2,500 English words (MOET, 2018). Also, Vu (2019) showed that the recent English exams for national high school graduation in Vietnam from 2015 to 2018 require a knowledge of 6,000 word families to comprehend 95% of the exam papers. However, no research has been conducted to assess vocabulary levels of Vietnamese learners of English as a foreign language (EFL) to examine whether they achieve the required levels of vocabulary knowledge. This study employed Schmitt, Schmitt and Clapham's (2001) Vocabulary Levels Test to assess vocabulary levels of 500 Vietnamese EFL 12th graders from both urban and rural areas. The results indicated that the majority of the students failed to meet the criterion of mastery (i.e. scoring 26 out of 30) for any levels of vocabulary knowledge suggested by Schmitt et al. (2001). Moreover, a Mann-Whitney *U* test (data not normally distributed) revealed that students in urban areas had significantly more vocabulary knowledge than students in rural areas at all word levels except 10,000 word level. In terms of sex, female students' vocabulary knowledge was significantly better than male students' at all word levels except 5,000 word level. The results would be interpreted in light of previous research with implications for vocabulary learning and teaching in Vietnam.

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## **Towards an Ecological Understanding of Lower Tracked Learners' Translingual Lives in Singapore**

*Sasha Raj Lawrence and Roberto de Roock, National Institute of Education,  
Nanyang Technological University, Singapore*

There is a need for a more ecological and holistic understanding of Singapore's lower tracked students' literacy and multilingual abilities and realities. Of particular importance is the degree to which they are acknowledged and built on within schools, or ignored and erased. This paper overviews research on the topic, and presents a number of illustrative case studies from two research projects carried out in Singapore. Explicit curricular variations, along with within-school and nationwide high-stakes streaming, lead to simplistic, heavily structured, "functional" tasks in the lower track's English syllabi, contrasted with arguably more complex, cognitively engaging and 21CC-infused syllabi for the higher academic tracks (MOE & UCLES, 2016). Further, mirroring international findings, local studies find persistent deficit ideology, didactic teaching approaches and remediated instruction in the lower academic track, despite these learners demonstrating abilities for critical thinking (such as negotiating comprehension, vocabulary and author intent) in language instruction (e.g., Anderson, 2015; 2017; Silver & Png, 2017). We explore the relationship between teacher ideology and enacted pedagogical approaches in literacy contexts, focusing on integration of digital media (such as peer collaboration in online letter-writing) and critical thinking (such as negotiation for meaning in vocabulary and comprehension), often by their own choice and in self-selected autonomous means. We discuss how academic contexts influence students' perceptions of their languaging and literary identities and how strength-based, funds of knowledge approaches could influence equitable access to higher-order pedagogical approaches.

## **Theatrical Plays as a Tool in Developing Reading Proficiency Sociolinguistic Competence**

*Gennieve Singson*

This study attempted to investigate on the effect of theatrical plays in the reading proficiency and sociolinguistic competence of student- respondents who participated in said plays as compared to those student- respondents who did not. Specifically, it sought to answer the following research questions:

1. What is the reading proficiency of students who participated in theatrical plays as opposed to those who did not?
2. Do students involved in theatrical play and those who are not differ in their level of reading proficiency?
3. How competent are the two groups of respondents in terms of sociolinguistic skills?

4. Do the two groups of respondents significantly differ in sociolinguistic competence?
5. Is there a significant relationship between the reading proficiency and the sociolinguistic competence between the theater participants and the non-theater participants?

This research was entirely and exclusively conducted in the College Department of Saint Ferdinand College City of Ilagan for the academic year 2017 – 2018 with 970 officially enrolled from first to fourth year college comprising of 12 programs. This work is primarily designed to be a descriptive research where students' sociolinguistic competence and reading proficiency were investigated by way of a reading proficiency test and sociolinguistic competence test more specifically on the most commonly used idiomatic expressions in English. This design or method is appropriate for the study since the research describes the present condition of the reading proficiency and sociolinguistic level of the respondents.

### **Strategies to Support English Language Learners' 21<sup>st</sup> Century Skills**

*Sean H. Toland*  
*Nanzan University, Japan*

Nowadays, the widespread diffusion of mobile devices and Web 2.0 technologies allows English language learners (ELLs) to access online course materials and work synchronously with classmates on assignments from the comfort of their own homes. The flipside to this ubiquitous connectivity is that ELLs are inundated by a seemingly never-ending stream of text and visual stimuli such as fake news stories, social media updates, Instagram photos, and YouTube videos. Students must constantly navigate their way through a complex cyber maze that is saturated with misleading advertisements and false information. Thus, it is essential that educators find ways to foster important twenty-first century skills such as critical thinking, problem solving, creativity, communication, collaboration, and digital literacies.

Creating a critically conscious and active learning environment that will support these skills is something that is much easier said than done, especially with low-motivated ELLs. This presentation will report on the findings from an action research project that was conducted in a Japanese university communicative English course. The researcher will highlight how YouTube content was utilized to create a more active learning environment and stimulate his students' critical thinking abilities. He will highlight how viral marketing and music videos were deployed in conjunction with interactive activities such as role-playing, collaborative analysis charts, product pitches, and speed debates to foster Japanese university ELLs' twenty-first century skills. The lesson ideas and teaching strategies that will be discussed in this presentation can be used in a wide variety of instructional settings.

## **Topic: Language Attitudes in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1730 to 1840

Venue: Dunearn II, Raffles Town Club, Singapore

### **A Reflection on the Use of Systemic Functional Linguistics (SFL) in English for Academic Purposes**

*Doreen Tan, National University of Singapore*

Most language learners are graded based on their correctness in structure and form of their communication. While that is undeniably important, it is argued that the structure or form of language is only crucial to serve the function. The complexity of English language is further challenged by the language shifts and the Internet Age - the communicative aspect of the language emerges as a key factor in determining the effectiveness of a discourse (Halliday & Matthiessen, 2014). Halliday's Systemic Functional Linguistics (SFL) focuses on the relation between language and its function in social settings (Halliday, 1994). In the EAP module, students are taught to examine the functions of language used in academic texts within and outwith their disciplines. They start by observing the relationship between meaning and forms, then interpreting meaning through the choice of structure or form, and finally making meaningful choices (see Butt et al, 2003). This observational research aims to examine students' analyses of their disciplinary texts for the effectiveness in the use of linguistics functions in their chosen texts. Further observations would also be made on their critical reflections of their learning process. This study hypothesises that SFL is a useful tool in helping one determine how language choices are made based on the disciplinary context, purpose and meaning intended. This justifies the relevance and significance of this investigation on the extent of the usefulness of this approach, evident through students' presentations and critical reflections.

### **The Impact of an Overseas Practicum Experience on Student Teachers**

*Su Yon Yim, Chinju National University of Education*

This paper investigated the effects of overseas practicum experience on student teachers' English learning. A total of 15 Korean student teachers who attended in a 4-week overseas practicum program to New Zealand were participants in the study. Reflective journals and semi-structured interviews were collected and analyzed to report the findings. The results show that (1) the student teachers'

opportunities for interaction in English were limited by their identity as a teacher in communities of practice that consisted of local teachers and students in New Zealand but were maximized by their identity as a learner of English in communities of practice with host family; (2) student teachers' confidence in using English had been improved after they conducted a class in English to local students in New Zealand; (3) many of the participants formed English-related imagined communities that enhance motivation to learn English after the four week overseas practicum program. The study concludes that overseas practicum program needed to be designed to support participants' interaction with local people and enhance their self-confidence in using English so as to maximize the potential of overseas programs for English learning.

**An Exploration of English Learning Process between Advanced and  
Novice Learners of English in EFL Context:  
An Ethnographic Study**

*Yueh-Tzu Chiang and Cheng-Yu Tsai*

The study is an attempt to explore the learning processes of advanced and novice learners of English and seek to find out their similarities and differences as a bridge for successful language learning in Taiwan EFL context. By looking into the similarities and differences of learning process from both parties of learners, the study hopes to shed lights on the needs for the preparation of the bilingual teaching era. A mixed methods design was applied in the study, including face to face and one on one semi-structured interviews with six Taiwanese college teachers (a.k.a. advanced learners of English) and questionnaires from eighty low-achievement of college students (a.k.a. novice learners). The interview consists of the teachers' English learning journey, their learning strategies and the motivation, whether extrinsic or intrinsic, to maintain autonomous learning. The questionnaire serves as a comparative mode from the novice learners' side with similar interview questions as well as utilizing think-aloud protocol for collecting their learning strategies. The results, both qualitatively and quantitatively, showed that 1) both sides had similar starting point and timespan of learning English, however, highly intrinsic motivation was the key for continuing learning English, 2) "significant others or capable peers" in one's learning process was a contributing factor for persistent learning, 3) most novice learners were lack of effective strategies in learning English (i.e. listening, speaking, reading and writing) and hence gave up quickly. Based on the results, educational implications could be made accordingly for teachers in their language classes.

## **English-medium Masters' Programs at a Taiwanese University: Students' Attitudes, Experiences and Challenges**

*Michelle Liu*

In Taiwan, with the sway of internalization of educational systems and the impact of globalization, English has been employed as a medium of instruction in higher education to recruit international students, increase students' global competitiveness, and help students to become 'glocalized' members of the society. Since students are one of the main stakeholders in class, understanding students' perceptions, learning experiences and difficulties are helpful in identifying the existing problems and challenges they have encountered in the current English as a medium of instruction (EMI) programs. This study expects to tackle these problems and challenges, enhance the quality of the programs offered, and provide better learning experiences to current and future students. Considering the limited literatures targeting students' perspectives in Taiwanese contexts, the present study aims to investigate graduate students' perceptions, experiences and challenges in the implementation of English-medium Master's programs. For the researcher's accessibility, the participants for this study were non-English major graduate students from a university in northern Taiwan. The qualitative data were collected through a semi-structured questionnaire and analyzed qualitatively in terms of students' opinion towards the EMI programs they have registered in. It was found that the major benefits of EMI programs include the improvement of students' English communication skills and preparation for international workplaces, whereas time management and difficulties in producing English writing tasks are the two main concerns students indicated. Thus, it is suggested that the provision of additional tutorial sessions and after-class assistances by the department could remedy the aforementioned hurdles.

## **Topic: English Language Teaching in Southeast Asia**

Date: 6 December 2019, Friday

Time: 1730 to 1840

Venue: Dunearn III, Raffles Town Club, Singapore

### **Scaffolding Through an Online E-learning Platform for University Business Students: A Hong Kong Case**

*Connie Ng, The Chinese University of Hong Kong*

This paper introduces an online Micro-Module Business Meeting platform (BMP) funded by a university in Hong Kong and developed by a small group of lecturers based on the model of ADDIE (Analysis, Design, Development, Implementation and Evaluation) in 2017-18. The online BMP introduces the language and etiquette rules for professional business meetings based on specific workplace scenarios. It consists of three modules, namely: Module 1: Introduction to Business Meetings; Module 2: Common Business Meeting Expressions and Etiquette; and Module 3: Sample Video with Evaluations by Business Experts. While the primary purpose of the platform provides a self-learning avenue for all the university students, BMP also provides supplementary learning materials for the existing Business Communication II course that is compulsory for all third year business students in the university and a 'scaffold' for a structured and paced program of e-tasks that foster learner autonomy. Business Communication lecturers can use the platform either as supplementary teaching materials, or as a flip classroom that compensates the constraint of limited business meeting teaching time (4.5 hours). Preliminary findings collected from anonymous online evaluation from the pilot stage (55 responses) indicate that these students benefit from attempting the online language tasks and learning proper language expressions and etiquette on how to participate and conduct effective business meetings. The platform will be introduced to all business students (about 850) in fall 2019. Implications for business communication curriculum development will be discussed.

### **A Blended Scientific Communication Course for Undergraduate Students**

*Sujata S. Kathpalia, See Eng Kiat and Kristina Marie Tom,  
Nanyang Technological University, Singapore*

Blended learning is an integration of face-to-face and online learning and can fall anywhere within the cline of a fully face-to-face course in a classroom setting to a fully online course where all the teaching materials and interaction are transferred to an online platform. In

institutions of higher learning, there seems to be a growing interest in courses that not only retain significant elements of face-to-face learning but also augment them with appropriate online elements. Although a multitude of studies are available on converting content courses to blended courses, very few studies focus on incorporating online learning into English for Specific Academic Purposes courses, especially in Southeast Asia. This study describes a blended communication skills course on scientific communication for undergraduates that was transformed into a technology enhanced learning (TEL) course as part of the university's initiative to incorporate online learning into its courses. More specifically, the objective of this paper is to explain how pedagogical practices were implemented in the blended course for optimal student learning and engagement using multimodal content and activities. Developing a microsite for the blended course on the *NTULearn* platform involved behind-the-scenes collaboration between various stakeholders – the communication skills faculty, science professors, the university's IT department and external content developers. As blended courses are fast becoming the standard offering at educational institutions, it is hoped that this paper will provide instructional designers and faculty some guidelines on transforming traditional face-to-face communication skills courses into blended courses that make student learning more effective and enjoyable.

### **Use of MALL to Enrich English Vocabulary in the Southeast Asian Contexts**

*Prashant Mothe, Dept of English, Adarsh Mahavidyalaya Omerga,  
Dr. Babasaheb Ambedkar Marathawada University, India*

The development in technology has greatly enriched the existing setting in education world in recent years. The wide use of technologies has created more opportunities to shift the traditional academic environment to Mobile Assisted Language Learning (MALL). MALL is new dominion towards learning a language in general, and learning L2 vocabulary in particular. The purpose of this article was to explore the benefits of mobile applications with regard to their potential for enriching vocabulary learning before and after using MALL. Data was collected based on the before-and-after study. The implications of the findings are discussed within the Southeast Asian Contexts. The data analysis indicated that using MALL helped to increase learning of vocabulary, confidence, and class participation.



## **Topic: English Language Teaching in Southeast Asia**

**Date: 7 December 2019, Saturday**

**Time: 0830 to 1000**

**Venue: Dunearn I, Raffles Town Club, Singapore**

### **Writing Worries: A Case Study of Compensative Strategies Taken by Singaporean University Students**

*Vincent Pak and Mie Hiramoto, National University of Singapore*

Writing assignments are often reported to be stressful undertakings for L2 learners in ESL/EFL classrooms. This is also true for students in world Englishes settings where discussions of standard vs. non-standard English have been central pedagogical concerns. As literacy levels and quality of education are a point of national pride in Singapore, so are they a source of stress and anxiety. Singaporean students of all grades are generally expected to perform at exceptional levels. As a possible strategy to attain the desired results in English writing, we note that students attempt to compensate for their lack of confidence by self-imposing the “More is Better” rule, where they target a given word limit as much as possible in writing tasks. This rule actually goes directly against a norm of good writing as redundant repetition of ideas and prose does not contribute to overall writing quality.

This presentation reports a local university’s case study of such compensative strategies. For example, students use small handwriting in a quiz to allow for orthographic space. This is a bad habit since with the self-created extra space, physical writing becomes students’ focus, and they carelessly allocate time to adding words to their writing instead of proper brainstorming and careful editing to improve the quality of writing. By looking at literature on ESL/EFL students’ writing anxieties, we attempt to map the issues onto Singaporean students, and argue that educators ought to circumvent such anxieties through



pre-task guidance on the importance of concise, accurate writing.

### **Written Corrective Feedback's Effects on UST ELS Freshmen's Essays and Affordances in Perceived English Writing Anxiety and Experiences**

*Monique Bernardino and Anna Maria Gloria Ward, University of Santo Tomas*

Many studies in ESL and EFL countries have been exploring the efficacy of Written Corrective Feedback (WCF) and the beliefs of teachers and students about its helpful and harmful effects. This mixed methods research aimed to prove that WCF minimizes grammar errors, lessens perceived English writing anxiety, and is helpful when given to students. There were 82 English Language Studies (ELS) freshmen who took a 31-item survey determining their English writing experiences, preferred WCF treatments, frequent grammar errors, and sources of perceived English writing anxiety. A follow-up response was given to the 41 freshmen who confirmed their anxiety. There were also 11 professors who shared their insights about grammar and writing and 13 essay writing volunteers who were divided into 3 groups receiving metalinguistic information, direct correction, and indirect response groups. Scaffolding was applied to the 9 essays. Based on the results, they prefer direct correction, error identification, and comprehensive treatments. The most effective WCF was metalinguistic information followed by indirect response. However, direct correction did not manifest effectiveness. The most frequent error was the use of punctuation. Sources of the anxiety root from grammar and vocabulary inaccuracies. Nonetheless, the students believe that both practicing writing alone and WCF can address their anxiety and even help them develop their writing skills. Moreover, the professors hold a positive attitude toward WCF and affirmed its role in facilitating English language learning and development. Overall, WCF aids in the students' awareness about their writing skills development and assists in addressing writing anxiety issues.

### **The Role of Teacher Written Feedback in Shaping Students' Writing Self-Efficacy**

*June Abigail P. Aranzamendez, Ateneo de Manila University, Philippines*

Writing is often perceived to be a difficult task in many English language teaching (ELT) classrooms. This perception of writing is much more evident in English as a Second Language (ESL) classrooms, where students are still learning the language and think their skills are inadequate or non-existent. The beliefs individuals hold about their abilities, however, are considered critical to the successful performance of a task. In ESL writing classrooms, for instance, students' belief in their writing ability, or writing self-efficacy, may influence their behavior and the quality of their written output. It is assumed that self-efficacy is a predictor of performance. If self-beliefs have a role to play in task performance, efforts could then be directed to addressing issues on such among students.

This qualitative study attempted to investigate this by exploring the potential contribution of teacher written feedback to the writing self-efficacy of three ESL learners with varying levels of writing self-efficacy (high, intermediate, and low), who were identified using a writing self-efficacy scale. The study typologized an ESL teacher's written feedback on the students' drafts using a coding scheme that determines the roles teachers take when giving feedback. It looked into the roles the ESL teacher took in responding to the drafts and identified the types of feedback expressed through certain teacher roles that may have influenced the students' beliefs in their writing ability. These beliefs manifested in their cognitive processes and shaped their perception of their execution of the current task and future writing endeavors.

### **The Use of Lexical Bundles across Disciplines and Paradigms**

*Feng Cao, Centre for English Language Communication,  
National University of Singapore*

Research on lexical bundles has shed much light on how different disciplines have influenced the employment of these multiword expressions in academic discourse (Biber, Conrad & Cortez, 2004; Durrant, 2017; Hyland, 2008). Little empirical work, however, has been done on intra-disciplinary differences, or how different research paradigms may influence the use of lexical bundles within the same discipline. This corpus-driven study aims to investigate the extent to which lexical bundles vary in quantitative, qualitative and mixed methods research articles within and across the disciplines of education and psychology.

The data of the present study was drawn from a 1-million-word corpus of research articles published in prestigious international journals from education and psychology. All four-word lexical bundles were extracted and analyzed in terms of their linguistic structure and discourse function. The data analyses revealed marked structural and functional variation between different research paradigms and disciplines. In addition, research paradigm, as compared to discipline, appeared to have exerted more influences on the distribution of lexical bundles. Across paradigms, the quantitative articles differed from the qualitative articles by employing significantly more verb phrase bundles and participant-oriented functions whereas the qualitative articles employed significantly more prepositional phrase bundles and text-oriented functions. Across disciplines, the mixed methods articles in education employed significantly more noun phrase bundles and research-oriented functions, whereas the mixed methods articles in psychology used more prepositional bundles and text-oriented functions. Such differences can be explained by the varied epistemological assumptions associated with the knowledge-making practices in different research paradigms and disciplines.

## **Applying Semantic Gravity Wave Profiles to Develop Undergraduate Students' Academic Literacy**

*Mark Brooke*

Practices downplaying knowledge have been lamented in studies across faculties and generalize for their 'knowledge blindness' (Maton, 2013). Deng (2018) recently claimed that 'the relative absence of attention to knowledge has something to do with the 'learnification' of educational discourse – the global shift towards talking about learning rather than education' (p. 335). This study draws on Legitimation Code Theory (LCT), particularly semantic gravity waving, as a strategy to conceptualise how elements of knowledge might be organized and presented in EAP courses. The benefit of this approach is that a single generalized57ation can be used at the discourse and lexico-grammatical levels enabling students to make connections across pedagogical contexts. Thus, certain 'logics of practice' (Clarence & McKenna, 2017) of a course can be 57eneralized. For this study, semantic gravity waving profiles have been found useful for teaching the logics of practice related to the rationale of a genre pedagogy approach, the Introduction-Method-Results-Discussion (IMRD) genre structure, lexical coherence for a theoretical framework section, and accurate use of determiners with non-count abstract nouns such as 'research'. Therefore, semantic gravity profiling seems to provide explanatory power as a pedagogical tool in the classroom. Sixty students on two different EAP courses (30 from each) were surveyed to gather feedback on this classroom strategy for the purposes outlined. Additionally, selected extracts from two students' texts demonstrating considerable improvements between the pre- and post- pedagogical intervention stages are provided.

## **Topic: New Perspectives on English Language Teacher Education**

Date: 7 December 2019, Saturday

Time: 0830 to 0945

Venue: Dunearn II, Raffles Town Club, Singapore

### **Using the Experiences and Wisdom of Canada's Indigenous People to Explore Our Values as English Language Teachers**

*Devon Arthurson, Rikkyo University*

Exploring instructor values can be done through critical reflection by utilizing the Seven Teachings, a collection of North American indigenous principles, as a tool for exploring philosophies and practice in EFL/ESL settings in Asia. Indigenous groups in North America ground many of their beliefs and community practices on the values of humility, truth, wisdom, love, respect, courage and honesty. Using the Seven Teachings can also aid learners in having more awareness into their values. The Teachings present these values with simplicity along with a symbolic animal which can make it a very accessible tool for those who are learning English. Activities using the Seven Teaching with questions for instructors and students will be presented. In addition, the history of Canada's indigenous people's with an outsider educational system will be discussed as an example of the power such systems can potentially have on the Asian learners. Having a deeper understanding of how an instructor's values are embodied within their philosophy and practice could potentially provide the instructor with more sensitivity to their learners.

### **Innovative In-service English Teacher Training in Thailand**

*Kornwipa Poonpon, Khon Kaen University*

To enhance competences of English teachers in Thailand, several teacher education projects have been carried out. Most of these, however, either focused on one aspect of teaching or was provided as a one-time workshop. This may do little to help teachers improve their classroom practice. This paper presents an innovative model of teacher training in Thailand. The goals of this teacher training are to continuously develop in-service English teachers' technological, pedagogical and content knowledge and to motivate teachers to implement CEFR and communicative language teaching. The presentation will begin with an overview of the ELT situation in Thailand and a brief introduction of a three-year teacher training project. The procedures of the ongoing training will be described. Workshops held twice a

semester included a number of relevant ELT topics based on the framework of the Task-Input-Genre- Assessment (TIGA) model, empirically developed for teaching English in Thai contexts. About 300 secondary-school teachers from every province in NE Thailand attended the trainings. Based on a questionnaire and group discussion, the teachers gave positive reflections on this training model in terms of implementing in-house textbooks in the classroom, their personal teaching styles and techniques, student behavior and attitudes as well as teacher attitudes towards teaching. Challenges faced will be discussed. The presentation will conclude with suggestions on how to effectively train secondary English teachers in Thailand.

### **Lexical Stress Awareness, Perception and Production among English Language Student Teachers in Malaysia**

*Ernie Adnan, Institute of Teacher Education Perlis Campus, Malaysia*

*Stefanie Pillai, University of Malaya, Malaysia*

*Chiew Poh Shin, University of Malaya, Malaysia*

We would expect teacher education programmes to provide their student teachers (STs) with knowledge of English phonetics and phonology based on the pedagogic model. However, features of pronunciation in the local variety of English are often ignored. In this paper, we focus on one area of pronunciation: lexical stress. In particular we gauge the level of awareness of English lexical stress among 104 STs from five Institutes of Teacher Education campuses in Malaysia. We then examine if they are able to perceive lexical stress in the pedagogic model, British English. Finally, we look at how these STs realise lexical stress. Based on a Lexical Stress Awareness Test (LSAT), most of them had an intermediate level of awareness. Although the majority of them had difficulties describing the characteristics of stress, most were able identify stressed syllables in the target words. Their ability to identify stress in the LSAT was replicated in the perception task, where the stressed syllable in most of the test words produced by an educated British English speaker were marked ‘correctly’. This suggests that even if the STs speak a variety of English which lacks lexical stress, they were able to identify stressed syllables. Based on a comparison with their production of lexical stress, we discuss if their ability to identify stress translates into their own production. We discuss these findings in relation to the relationship among awareness, perception and production, taking into account differences in the way lexical stress is realised in Malaysian and British English.

## **Teaching in Digital Era: Experience of Indonesian EFL Preservice Teachers**

Rojab Siti Rodliyah, Universitas Pendidikan Indonesia

The advancement of technology has affected many aspects of our life, including education. In ELT context, ICT-ELT integration is not something new and there are numerous studies on the implementation of ICT-ELT integration by EFL teachers. However, little is known about how preservice teachers perceive the importance of ICT-integration in teaching English in digital era and to what extent they integrate ICT in their teaching during the field practice. Meanwhile this is important since their teaching practice is the initial step which will determine their next teaching journey. This research will, therefore, explore the experience of preservice EFL teachers in ICT-ELT integration, to reveal their perception of ICT-ELT integration, the extent to which they integrate ICT into ELT and the challenges they face. Classroom observation and interview will be conducted to obtain the data. The result is expected to give insight on the ICT-ELT integration experience of preservice teachers and offer some recommendation on how to better prepare the preservice teacher to teach English in the digital era.

## **AILA ASEAN Panel: Trends in Applied Linguistics in ASEAN**

Date: 7 December 2019, Saturday

Time: 0830 to 1000

Venue: Dunearn II, Raffles Town Club, Singapore

AILA ASEAN was launched in December 2018 as part of the regionalization efforts of AILA which has seen a number of regional networks set up over the years. This panel brings together applied linguists from ASEAN who will share the research that has been carried out on applied linguistics in their own country. Panelists discuss trends in applied linguistics in their country, common issues in the region as well as global challenges for applied linguists. How this network can strengthen collaboration among applied linguists in ASEAN and with applied linguists in other regions will also be deliberated on.

### **Applied Linguistics in the Philippines: Facts, Foci, and Forecasts**

*Shirley N. Dita*

*De La Salle University, Philippines*

Applied linguistics (AL) research in the Philippines is greatly influenced by national issues, major universities, and academic organizations in the country. By and large, there are three broad areas of AL research in the country: English Language Teaching, hyphenated fields of AL, and Philippine languages (PL). While description of PL is initially perceived as theoretical more than applied, the current paradigm shift to Mother Tongue-Based Multi-Lingual Education (MTBMLE) has slowly transformed PL descriptions into applied. Also, there are various sub-fields of AL that language scholars have focus on: world Englishes and sociolinguistics, to name a few. With the changing times, there are various issues and challenges that surround these sub-fields, including the struggle to build on new areas like forensic linguistics and computational linguistics. Finally, future directions will be drawn, highlighting potential collaboration in and Philippine contribution to the ASEAN region.

## **The Workplace English for Undergraduates in Malaysia**

*Zarina Othman, Universiti Kebangsaan Malaysia UKM*

English is officially the second language in Malaysia. It is also the working language in most job industries in Malaysia. Being able to communicate in English proficiently has been one of the employability attributes for graduates' career success. In Malaysia, employability of graduates has been much of a concern. Employers often remark that the high unemployment rate among Malaysian graduates is due to their lack of English proficiency and communication skills. The latest Job Outlook report released in January 2019, on online job portal Jobstreet.com stated that English proficiency in Malaysia continues to be of concern, with 64 per cent of employers saying that a poor command of the language was the second reason behind the unemployment of fresh graduates. The Ministry of Education thus emphasises that the universities should address these concerns in enhancing graduate's employability. This highlights the responsibilities of the local universities to equip the university students with these much-concerned skills. This in turn calls for the English language practitioners in the respective universities to design a syllabus that caters to the students' English proficiency and communication needs. There exists then various English proficiency program structure that incorporates English at Workplace courses; offered with different emphasis on the key components and naming of the courses. With this scenario, the English practitioners are also faced with the challenges to triangulate the relevant English at workplace courses with the real world demands as well as taking into consideration the English proficiency level. This presentation will discuss the existing trends among the local universities in Malaysia in offering English at Workplace. It will highlight the English program structure implemented at the Universiti Kebangsaan Malaysia (UKM) in equipping students with the workplace English.

## **English and Foreign Language Teaching Trends in Laos**

*Latsanyphone Soulignavong, Laos*

Laos, one of the 10 ASEAN countries, has four broad ethno-linguistic families: Lao-Tai, Mon-Khmer, Hmong-Lu Mien, and Chine-Tibetan. This country is a predominantly rural country which was colonized by the French from 1893 until 1974. Therefore, French was the language of administration and education during this period. After the country's revolution in 1975, Russian language became popular from 1975-1990. After joining ASEAN, the government has made one of its goals to help improve human resources' English language skills to enable its use in the changing world. The English language was introduced from the third grade of primary school onwards in Laos in the last five years. However, it is hard to achieve the goal due to several factors: insufficient training in the target language, lack of qualified academics, lack of



knowledge in doing research in various fields and differences in ethnic languages. The increasing number of students registering to take the English entrance exam indicates that English language is much more popular among the foreign language courses (Chinese, Vietnamese, etc.) at the National University of Laos (NUOL). More research is needed on English as well as local languages (Lao and ethnic languages) in Laos and foreign languages in order to understand the multilingual Lao context. This presentation will also discuss the Erasmus+ Capacity Building in Higher Education project, ‘Building Social Research Capacities in Higher Education Institutions in Lao PDR and Malaysia (BRECIL)’ that provides opportunities for Lao academics to enhance their knowledge in doing research through training at NUOL and other universities in Laos.

### **Research on English in Singapore: A Phonological Perspective**

*Geraldine Kwek, National Institute of Education,  
Nanyang Technological University, Singapore*

Phonological features of English in Singapore (EIS) has long been a topic of interest for linguistics scholars. A multitude of research has been done, focusing on a range of different areas - studies in the early days report initial observations based on impressionistic descriptions [1] while later studies placed attention on carrying out phonetic investigations in order to offer more detailed insights and empirical evidence to phonological patterns and perceptual observations [2][6]. Given Singapore’s innate multilingual and multicultural nature, research in the field also naturally geared towards discussing the formulations of theoretical models [1][3][4][7][8] to account for the types of variation in EIS. A good number of works have also studied attitudes towards certain features of spoken EIS [9][12]. Current studies, taking a slightly different perspective, focus more on understanding the variation present in Singapore’s English in the form of sociophonetic/variationist studies which examine the forms and functions of the variation present, as well as discuss concepts of social indexicality related to them [5][10].

This paper offers an extensive analysis of the research that has been carried out in the bid to understand the intricacies of EIS. It takes a thematic approach and reviews phonological studies of EIS according to the various sub-fields of focus as mentioned. Relatedly, the implications of local and global social-economic- political dynamics will also be taken into consideration. Through these, the study has an overarching goal of suggesting a retheorisation of Singapore English phonology and the potential approaches that can be taken in that direction.

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**English Language Curricula in South East Asia:  
The Implications for EFL Pedagogies**

*Sompatu Vungthong & Punjaporn Pojanapunya,  
Thai Association for Applied Linguistics (TAAL) Abstract*

With the economic and cultural globalization and the establishment of ASEAN (Association of Southeast Asian Nations) community, the important role of English as an international language and a medium for communication has been widely recognized. Despite its importance and the investment in English language education as evidenced in the national English language policies, some ASEAN countries (e.g. Indonesia, Thailand, Burma and Cambodia) have still been labeled as having low or very low English language proficiency. In contrast, such ASEAN countries as Singapore, Philippines and Malaysia have high or very high proficiency (EF English Proficiency Index, 2018). This study, therefore, aims to analyze English language curricula in ASEAN

countries and to compare the curricula of the high and the low proficiency ones. This study used a corpus-based approach or, in particular, keyword analysis which involves measuring importance of words based on word frequency in one corpus against the other. In other words, keywords derived from a comparison of two corpora of the high and the low proficiency countries suggest the pedagogy which is emphasized in the curricula of the high proficiency countries but not in those of the low proficiency ones and vice versa. The results of this study shed light on EFL pedagogical implications for promoting effective language teaching practices.

## **Themed Panel: Literature Education**

Date: 7 December 2019, Saturday

Time: 0830 to 1000

Venue: Private Lounge, Level 2, Raffles Town Club, Singapore

### **Towards a Justice-oriented Approach to the Teaching of Literature**

*Suzanne Choo*

The idea that the teaching of Literature should equip students to engage with ethical concerns in our world has encountered much resistance throughout most of the twentieth century. Influenced by the movement of Aestheticism, Literature education privileged a disconnected approach to literary reading. Towards the end of the twentieth century, however, the dominance of Aestheticism in Literature education was increasingly challenged by a renewed interest in ethics. One reason may be attributed to a greater consciousness of global interconnectedness along with rising instances of extremism and xenophobia worldwide. Correspondingly, this led to a recognition among educators of the urgency to develop in students ethical sensitivities that would enable them to navigate a complex and conflicting globalized future. Building on Aristotle's argument that justice is the most superior ethical virtue because the one who exercises justice does so on behalf of others and not himself only, I argue for the importance of reading and teaching Literature from the perspective of justice. I explore justice as a lens to the critical reading of text involving the connection of normative, analytical and practical ethics to issues of injustice, inequality and violence in literary texts. I then explore justice as a way to frame the design of the Literature curriculum using examples of Human Rights Education and Social Justice curricula.

### **Developing a Forward-looking and Relevant Literature in English Syllabus for the 21st Century**

*Meenakshi Palaniappan*

The Literature in English Teaching and Learning Syllabus 2019 was developed as a result of the collective effort of the fraternity of Literature teachers, curriculum developers, and partner organisations. The objective of this presentation is to outline how the 2019 syllabus took shape,

the impetus for the changes within the syllabus and the direction it forges for the teaching of Literature over the next few years.

The presentation will first distil the key findings from the extensive review of the previous syllabus. It will then elaborate on the need for and value of Literature in the 21st Century, and the desired student outcomes for Literature in the 2019 syllabus. The syllabus aspires that, through the study of Literature, students will become Empathetic and Global Thinkers, Critical Readers, Creative Meaning-makers and Convincing Communicators. The presentation will highlight the key shifts made to Content, Pedagogy and Assessment to address these key findings. It will focus in particular on the Literary Response Framework, introduced through this syllabus, to emphasise how responding to Literature empowers students to read texts and the world in different ways, with discernment. It will also outline briefly the support available for teachers in implementing the syllabus, including professional learning opportunities and various print and digital resources. It will end by setting out some thoughts on how the teaching of Literature in Singapore may evolve over the coming years.

### **YOU KNOW YOU WANT (L)IT!: A Place for Local Poetry Through Thematic Teaching in Our Literature Classrooms**

*Michelle Lim*

Literature is the study of life which encourages the development of empathy and sensitivity in students. As Literature teachers, it is our responsibility to create opportunities through the three genres of prose, poetry and drama for students to question differing thoughts on social issues and form connections with their lived experiences, effectively building empathy as well as their capacity in developing critical perspectives. Yet, poetry can be an unspoken terror for teachers in the Literature classroom because of perceived limited language abilities of students and beliefs that they struggle to understand poems.

Even when poetry is taught, most teachers refrain from relating their lessons to real world contexts and social issues. Our natural inclination towards the “safer” teaching of “timeless” poems mean we neglect students’ difficulties in identifying with characters, themes, etc. in foreign contexts which can be dissimilar and far removed from their life experiences. Students cannot be blamed for being unable to make connections across texts when they study poetry in isolation from the other genres of Literature. The truth is, more often than not, poetry lessons are taught perfunctorily to fulfil requirements of the Literature curriculum especially at the Lower Secondary level. It is inevitable that our current teaching approaches cause students to feel tortured and they develop a sense of fear towards poetry.

To make poetry accessible and enjoyable for our students, Literature teachers must first and foremost, seek to enrich students’ engagement as well as empower their learning in the subject by building their confidence. We should also acknowledge that our students have different learning styles and recognise the need to provide them with varying learning opportunities in our

subject. The thematic teaching of Singaporean poems is one way in which poetry can come alive for our students and guide them towards finding their voices.

### **Resistance to Local Literatures Texts in English: A Malaysian Exploration**

*Grace Lim*

The growth of English in new Asian Literatures in recent years has been promising and in Malaysia, local writers and poets are gaining traction in alternative and mainstream media. In a move to recognise local writers who write in English and to instil an appreciation of their works among students in school, Malaysia's Ministry of Education and its respective curriculum development committees decided to include short stories and poems written by local Malaysian writers in literature education syllabi. In line with this step, the post-16 Malaysian Higher Certificate Examination (locally known as STPM) was reconceptualised from 'English' to 'Literature in English' in the year 2000. In the new syllabus, students would read works of writers from Malaysia, Africa, the West Indies as well as the United Kingdom, with the assumption that students would find reading local texts more familiar and less daunting. However, in a case study that involved post-16 Literature in English students' experiences of the literature classroom carried out in the years 2013 and 2014, the seven interviewed students displayed a curious dislike for the Malaysian texts. While others have suggested that this is a remnant of the colonized mindset, I believe such an explanation likely oversimplifies the curious complexity that underlies their resistance to local Malaysian texts. In my presentation, I delve deeper into their responses to understand what creates this resistance whereby the resulting discussion could add to considerations that we have regarding literature education in Asia.

### **Comics and Literary Legitimacy**

*Lim Cheng Tju*

With recent North Western comics scholarship weighing in on the debate and the anxiety over the literary legitimacy of comics and comics studies, the question is: what are the implications of building a comics studies discipline that conforms to the traditional notion of literary prestige? Given that current comics scholarship is informed by an emphasis on literariness as the dominant criterion of value, it is no surprise that it has been saddled by status anxiety. A clear sign of this is the preference by academia and critics for the term 'graphic novels' over comics highlights this tension – the idea being that, in order to elevate comics and justify its study, we have to avoid the connotations the term 'comics' carry as badly printed and cheaply produced ephemeral. On the other hand, graphic novels, it is assumed, are serious, weighty, and lengthy (often

autobiographical) narratives dealing with history, memory, and world affairs. The emphasis is on the word 'novel'. What is often ignored that the term is a marketing label, which dictates the kind of publications bookshops would sell, newspapers would review in its book pages, libraries would buy for their collections, and even university lecturers would prescribe on their reading-lists. This short paper will explore some of these issues in light of recent comics published in Southeast Asia.

## **Topic: English Language Teaching in Southeast Asia**

Date: 7 December 2019, Saturday

Time: 1010 to 1140

Venue: Dunearn I, Raffles Town Club, Singapore

### **Embedding Communications Skills into the Discipline: The Good, the Bad, and the Challenges**

*Misty Cook, National University of Singapore*

Research has consistently reported that communications skills are most effectively taught in the discipline (Arkoudis & Starfield, 2007; Johnson, Veitch & Dewiyanti, 2015). Thus, in alignment with the National University of Singapore's (NUS) mission to develop students as "able communicators" (Tan, 2009) at the Faculty of Engineering, the Centre for English Language Communication (CELC) has begun embedding both written and oral communication skills in the Faculty of Engineering's four-year undergraduate curriculum based on the Murdoch Framework for Embedding Communication Skills Development Across the Curriculum (Johnson, 2015). In the 2017/18 academic year, CELC embedded the teaching of communication skills in the first of a four-year curriculum, servicing approximately 1,500 undergraduate students at the Faculty of Engineering. This presentation reveals the benefits of embedding communications skills into the Faculty of Engineering, highlights the administrative and pedagogical challenges faced in the first year of this embedded programme, shares students' perceptions on their own pre- and post-course performance and attitude toward the embedded programme, and some preliminary results obtained from students' writing performance in the embedded programme.

### **The Implementation and Evaluation of "English for Communication" as a Co-Curricular Program for ELL Non-English Majors\***

*Irish Chan Sioson and Joseph Michael Blanchard, Thaksin University, Thailand*

This study aimed to: 1) implement an English for Communication (EfC) program for English Language Learners (ELL) non-English majors, 2) evaluate its effectiveness based on test results, and 3) evaluate its perceived helpfulness based on students' comments. The program, which focused on listening and speaking strategies, was primarily developed based on an acknowledged English communication material that applied practices from Schmidt's (1990) noticing



hypothesis.

The study involved 72 Southern Thailand university students majoring in Japanese, Melayu, and Chinese. The evening program was set three times a week for 1.5 hours per session. Using presentation and practice, the lessons began with warm-up and/or review activities followed by presentation of vocabulary, common questions, conversation strategies, model conversations, and controlled practice. They then listened to conversations featuring the strategies and vocabulary. The next part guided them to practice short conversations where the students were encouraged to note down the expressions they noticed. The next part provided sample conversations between native and non-native English speakers. Opportunities for less controlled activities were given as instructors provided inputs and activities (e.g., games, pronunciation) where appropriate.

The study found that there is a statistically significant difference between the pretest and posttest scores in both listening and speaking, indicating that the EfC program was beneficial. Despite the short duration of the program (30 hours), the students' performance improved. Based on the students' comments, the program was perceived to be helpful in developing their strategies. Finally, the feedback provided insights on language program development, learner variables, and teacher factors.

\*This study was supported by the Faculty of Humanities and Social Sciences (HUSO) of Thaksin University, Songkhla.

### **Exploring Foreign Language Classroom Anxiety and Coping Strategies: The Case of Filipino-Chinese Students of English**

*Jonathan A. Garcia, Junissa T. Mabanag and Jan Ivan A. Cruz,  
De La Salle University, Philippines*

Within Krashen's (1982) Affective Filter Hypothesis, anxiety is perceived as one of the various factors affecting the quality of language learning that transpires in the classroom. While several studies have explored this phenomenon, literature is scarce on foreign language anxiety (FLA) experienced by trilingual students, especially in the Philippine context. Thus, this study investigates the levels and sources of FLA and coping tactics of twenty trilingual Filipino-Chinese Junior High School students in the country. Using the Foreign Language Classroom Anxiety Scale (FLCAS), it was revealed that majority of the respondents were moderate-anxiety learners and that all four (20%) of the high-anxiety students were female, corroborating the findings on gender differences in language anxiety level in previous studies. Through open-ended survey questions and post-survey interviews, the respondents reported that, although present in both Horwitz, Horwitz and Cope (1986) and Young's (1991) frameworks, language testing and examination do not cause anxiety. Instead, these learners perceive speaking activities as source of FLA since it poses threat to their social image. Additionally, a repertoire of coping

tactics is utilized by the learners including technology-based practices, peer-assisted interactions, and cognitive and affective practices. On the whole, it can be concluded that there is a need to continuously update the existing frameworks and literature on the sources of FLA. Furthermore, the phenomenon merits further classroom-based empirical explorations.

### **Evaluate, Update, and Innovate: Improving ELT in Southeast Asia**

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

Improving English language teaching (ELT) in Southeast Asia involves the process of evaluating perspectives, updating materials, and innovating lessons to help learners become responsible and active members of today's world. It means integrating global citizenship education principles that advocate "non-discrimination, respect for diversity and solidarity for humanity" (UNESCO, 2016, p. 4). It entails "adopting a 21st Century Curriculum" (SEAMEO, 2018, p. ix) that enables students to understand and meet local and universal challenges and to appreciate their own cultural identities and other people's distinct backgrounds. Given these directions, educators have to explore creative strategies to enhance their pedagogical tools.

In this presentation, I will discuss the need for teachers to review their ELT views and consider Canagarajah's framework on translingual practice (2006, 2013) in making a paradigm shift. I will assert that this decision is crucial in choosing appropriate texts and developing meaningful tasks for learners who live in a borderless society. Based on my research discoveries on ELT in the Philippines, I will offer an alternative approach that may enhance learning, enrich activities, and empower students. I will also present sample tasks to illustrate how critical thinking, intercultural competence, and linguistic equality may be promoted effectively in multicultural classrooms.

## Redefining the English for Academic Purposes Common Core Curriculum

Laetitia Monbec, NUS [elclm@nus.edu.sg](mailto:elclm@nus.edu.sg)

The English for General Academic Purposes (EGAP) curriculum has traditionally centred on what has been termed the common core curriculum, or common core knowledge about language and skills, which are thought to be transferrable across disciplines (Flowerdew & Peacock, 2001). The most significant characteristic of this traditional body of knowledge is its restricted recognition of context and disciplinary discourse specificity. Yet, research into academic discourse (Nesi & Gardner, 2012) and practices (Street & Lea, 1998), has shown that disciplines do things very differently, and that academic writing is unlikely to be taught as a ‘discrete, portable package of competencies’ (Lillis & Tuck, 2016) which throws into doubt the concept of a useful common core. This paper describes a systemic functional linguistics (SFL)-informed EGAP module which offers a way to design a common core curriculum for EGAP that goes towards addressing disciplinary specificity. Key SFL notions of stratification, metafunction and instantiation (Halliday & Matthiessen, 2004; Martin, 1992) are used to teach a body of transferrable knowledge about language and disciplinary variation. Beyond providing general academic literacy support, the approach also aims to equip learners with an analytical lens to independently explore their future contexts of communication. The paper first explains the theoretical grounding of the module curriculum, and how it has been implemented in classroom practice in a South East Asian university. It then reports on a survey of the tutors and students’ perceptions of the intervention. Successes and challenges faced by tutors are analysed.

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## **Topic: Southeast Asian Discourses and Cultures**

Date: 7 December 2019, Saturday

Time: 1010 to 1140

Venue: Dunearn II, Raffles Town Club, Singapore

### **Teaching Southeast Asian Cultures in a Taiwanese English L2 Classroom**

*Hung-Chun Wang*

This study was set up to investigate the effects of teaching Southeast Asian cultures on EFL university students' intercultural competence in a Taiwanese classroom. With its focus on Vietnamese and Indonesian cultures, this course was designed based on the notion of content-based instruction to introduce the students to various aspects of the target cultures, such as lifestyles, food, and social etiquette. The students also attended a social event, which was hosted by a Taipei-based NGO with the aim to facilitate cross-cultural understanding between migrant workers and local residents.

The participants included 34 non-English majors from different academic backgrounds. During the semester, they completed four learner diary entries to reflect on the activities they took part; they also gave feedback on the course after the semester ended. To measure the participants' intercultural competence before and after the intervention, the Intercultural Competence Scale (Chao, 2014) was adopted for a pretest and a posttest. In particular, the version slightly modified by Lin and Wang (2018) was used to explore the participants' intercultural competence on different dimensions, such as their levels of understanding and awareness about intercultural interaction.

In this presentation, the design of the course will be presented to bring to light how Vietnamese and Indonesian cultures were integrated into the target classroom step by step. The participants' responses to the Intercultural Competence Scale, reflection on the classroom activities, and comments on the course design will also be delineated to illuminate how this course facilitated their cross-cultural awareness, understanding, and behaviors.

## **Abstracts in Translation Practice Report and Interpretation Practice Report for Master of Translation and Interpretation in China**

*Fengling Wang and Issra Pramoolsook, Suranaree University of Technology*

As one crucial part in the Translation Practice Report (TPR) and the Interpretation Practice Report (IPR), which are two newly emerged reporting genres in Master of Translation and Interpretation (MTI) field in China, the abstracts of the TPR and of the IPR are under-explored and less known to the genre analysts. To remedy this deficiency, this study examined the actual discourse structures of 30 TPR abstracts and 30 IPR abstracts collected from 30 universities located in 16 provinces of China. By employing a coding protocol devised by the researchers, a move-step analysis revealed that abstracts in the TPR and the IPR follow a six moves pattern, that is, Making introduction - Providing rationale - Presenting task - Summarizing practice - Indicating report structure - Drawing implication. A further comparison of moves pattern between the TPR and the IPR disclosed that the disciplinary variations of the discourse structures existed in abstracts written by students in these two closely related subdisciplines in MTI domain. The findings may potentially serve as a pedagogic tool to help Chinese MTI students and teachers in writing abstracts of the TPR and the IPR.

## **Southeast Asia Academic Englishes from Systemic Functional Grammar Perspectives**

*Benedictus D, Sanata Dharma University*

In Systemic Functional Grammar (SFG), the representation of ideas and the organization of a text are influenced by the view of the speaker or writer towards his world experience or the ideas and his attitude towards his addressee and the ideas. A study of journal articles by Southeast academicians reveals different varieties of idea representation and text organization, and, thus, different varieties of English.

This paper is a study of journal articles on language or language teaching written by Southeast academicians using SFG. Due to some limitations, only five articles by different writers from Singapore, Malaysia, Indonesia, Philippines, and Thailand were selected randomly for the research data. A total number of 469 sentences were analyzed to see the ideational, interpersonal, and textual metafunctions of the sentences.

The study reveals that the first most frequent process used to represent ideas is the material process for all the writers, but the second most frequent process is the intensive relational process for the writers from Malaysia, Indonesia, Philippines, and Thailand and the verbal process for the writers from Singapore. The study also shows that all the writers mostly use impersonal subjects, but their tendency to use personal subjects is high for Malaysian, Indonesian, and

Philippine writers but is low for Singaporean and Thai writers. All the writers also use marked themes for different purposes in their sentences. The analysis of the sentences using SFG can reveal how the writers of the different countries are similar and different in writing.

### **Translingual and Unequal Competence**

*Julius Martinez*

Competence is the kernel of language education. It structures language policies, instruction, assessments, materials and curriculum. It affects the ways teachers think about their students. Because competence has a fundamental role in teaching and learning languages, unpacking it should not be taken for granted. To unpack, two questions are important to ask: First, what kind of competence do users of diverse sociolinguistic backgrounds bring when they communicate with other interlocutors? Second, what reinforces or undermines their competence? To appreciate these questions, an inquiry into the everyday communication practices of ten Japanese and non-Japanese residents in Niigata City, Japan was carried out. The participants' online chats in various instant messenger applications were collected over a two-month period. One-on-one, semi-structured interviews were also conducted to gather data about their off/online communicative practices. Data were analyzed by means of discourse analysis and grounded theory procedures.

The outcomes of the study showed that the participants engaged in translingual practice, that is, as they co-constructed meanings and identities with their interlocutors, they meshed various semiotic resources, moved from one mode to another, shaped, and were shaped by, contexts, adopted negotiation strategies, and embraced attitudinal dispositions. They also communicated translingually to inflict, and negotiate, power over other interlocutors. There is also evidence that the participants' capacity to communicate translingually is unequal, that is, it is embedded in inequalities which were brought about by dominant ideologies of language and uneven access to resources.

### **Unpacking the Social Skills of Collaborative Writing**

*Joselita M. Ferrer, Saint Louis University*

As a social process, the potential benefits of Collaborative Writing lie in the interaction of members in their writing process. This qualitative-phenomenological design study aimed at surfacing the social skills of Collaborative Writing. Specifically, it sought to answer the question: What social skills are practiced by Creative Writing students in their collaborative writing activities? The key informants who yielded to be interviewed for this

study involved fifteen Grade 11 students who were enrolled in Creative Writing classes and three teachers who handled these classes. With the use of one-on-one open-ended interview as the main data gathering tool, findings of the study revealed that there are three clusters of social skills of collaborative writing; namely, affiliation skills, affirmation skills, and ardency skills. “Affiliation skills” takes into consideration the “close connectedness of members.” “Affirmation skills” describes the “self-validation skills” needed to interact with members. “Ardency skills” describes the skills needed to accomplish the tasks. From these three clusters, it is concluded that students value group writing and collaboration, for they were able to identify a considerable number of social skills. These social skills encompass those skills needed by the members to work collaboratively and to maintain good relationship for the achievement of the common document. Furthermore, it is concluded that collaborative writing is a learning environment that provides opportunities for social skills to be experienced and developed.

## **Themed Panel: Asian Contributions to World Englishes Theorizing 1**

Date: 7 December 2019, Saturday

Time: 1010 to 1320

Venue: Dunearn III, Raffles Town Club, Singapore

It has been heralded time and again that English is an Asian language. The language is used most vibrantly in the region, with many states and regional organizations attributing an official status to it. The language has thus adapted to the multilingual and multicultural region. Braj Kachru in the 1960s was the first to note the localization of English in the region and, from then on, linguists and non-linguists alike have partaken in the discourses on the so-called 'Englishes'. New norms and standards have evolved or have been proposed. Creativity has been endless in the language which was once of the colonizers or even the other but now the region's own.

This panel showcases the many important contributions of Asia in the theorizing done on world Englishes. It features the most esteemed scholars as well as younger ones who are doing the work on Asian Englishes to be able to summarize, synthesize, and direct research on world Englishes in Asia.

### **Introduction**

*Ariane Macalinga Borlongan, Tokyo University of Foreign Studies*

*Stefanie Pillai, The University of Malaya*

*Shirley Dita, De La Salle University*

### **From Asia to the World: Braj Kachru and the World Englishes Paradigm**

*Anne Pakir, National University of Singapore*

Braj B. Kachru's impact on linguistics and English language discussions world-wide has been phenomenal. The English language emerged into its own as the global language in the late 1990s, and the Kashmiri scholar arriving in the United States in the 1960s, was very much at the centre of the universe when vibrant debate about 'proper English' and how it could/should be transmitted was ongoing. World Englishes (WE), with which we associate Kachru's name, was the paradigm shift needed to jolt a world in which much of the discussion had been dominated by linguistic researchers and language practitioners coming from monolingual speaking centres of English. Kachru's earlier work on the Indianisation of English led to his curiosity about the fallacies surrounding the ELT enterprise and English linguistics, as he saw them emanating from the US, the UK, Canada, Australia and New Zealand. This presentation will (1) briefly summarise the stages leading to the



establishment of what I have termed the ‘Kachruvian’ or WE paradigm; (2) evaluate the range and depth of its influence; and (3) conclude with the questions of whether WE, as a paradigm, is at an inflexion point today.

### **Theoretical Perspectives on Phonetic Research on Asian Englishes**

*Stefanie Pillai, The University of Malaya*

There has been much discussion on reframing the way we think and talk about varieties of English (VoE). This includes discourses on the concepts of “native” and “non-native” teachers of English, the use of “native” varieties as pedagogic norms, the “inequality” of English and the naming of VoE. To what extent are these changing perspectives of English reflected in research on various aspects of varieties of English in Southeast Asia (SEA)? What theoretical positions do researchers take in the interpretation and discussion of their findings? This paper aims to answer these questions with reference to phonetic research on VoE in SEA. This will be done by examining the theoretical perspectives in such research articles in four major journals that focus on VoE. In particular, the analysis will focus on how the findings in these studies are interpreted in relation to the theories, concepts or models of VoE. The findings will provide insights into about how English is viewed in SEA countries within the context of VoE, and the extent to which these views are congruent with current discourse on VoE.

### **The Syntax of Asian English: Substrate Influence and Models of World Englishes**

*Robert Fuchs, University of Hamburg*

This paper investigates the use of the present perfect (PP) in 20 national varieties of English, with a focus to comparing Asian Englishes to other varieties around the globe. The analysis, based on the 1.9 billion word GloWbE corpus (Davies and Fuchs 2015), determines whether factors such as classification in the Circles Model (Kachru 1985), the Dynamic Model of Postcolonial English (Schneider 2007), geographic proximity, substrate influence, national identities and the degree of cultural contact between varieties contribute to explaining similarities and differences between varieties. Two measures of PP frequency are used: (1) per million words and (2) as a percentage of all past references. Linear regression models are used to determine which of the factors identified in previous research can account for differences in PP frequency across varieties.

## **English Corpus Linguistics in Asia: The State of the Art**

*Ma. Lourdes S. Bautista, De La Salle University)*

*Ariane Macalinga Borlongan, Tokyo University of Foreign Studies*

Corpus linguistics has played a pivotal role in the progress of the world Englishes paradigm. And it is not much to say that the most significant linguistic descriptions of Englishes were based on corpora. Asia has been an important source of data and researchers as well and this paper synthesizes the corpus-based work done in and on Asia. It begins with a description of available Asian English corpora and their compilation. And then, it highlights the important analyses and findings derived from these corpora. Broadly, the paper also comments on the state of the discipline or, rightly, the methodological technique in the region. Finally, it attempts to provide directions for the future of English corpus linguistics in this side of the world.

## **Themed Panel: Literature Education/Literature**

Date: 7 December 2019, Saturday

Time: 1010 to 1140

Venue: Private Lounge, Level 2, Raffles Town Club, Singapore

### **On Teaching Difficult Texts: Issues and Opportunities in the Language and Literature Classroom**

*Ian Tan*

The frustration felt by Queen Gertrude in her exhortation to Polonius to proceed in his narrative about Hamlet and Ophelia with more "matter" but "less art" echoes that of the Literature student encountering a poetic text deemed to be "difficult". Poetry, as a condensed and highly-wrought literary speech act which at times seems intentionally designed to defeat interpretation, can be a challenging genre for Literature students to appreciate and for Literature teachers to teach. Yet, exploring the various reasons why a poem or literary text is said to be difficult may provide a clearer picture as to how teachers can design teaching strategies to address how students can grapple with difficulties of language and understanding in a productive way. This paper will analyse literary critic George Steiner's essay 'On Difficulty' in order to elaborate on the four aspects of difficulty in poetic texts, and how these pose both challenges and opportunities in the Literature classroom to address issues involving language, historical and cultural understanding, and Otherness. I will thus contextualise Steiner's points with respect to concrete poetic examples, and suggest teaching strategies appropriate for the secondary school classroom which can allow students not necessarily to eliminate difficulty when analysing poetry, but to engage with it as an essential part of the meaning-making process.

### **Brave New Text: Narrative Evolution and the Classroom**

*Dennis Yeo*

The texts we encounter daily exists within a diverse world and has been appropriated to represent particular ideologies and contexts. Using memes, augmented reality and narratives like Black Mirror: Bandersnatch, Homestuck and Detroit: Become Human, this paper seeks to ask the question: What will texts look like in the future? This paper proposes firstly that a future text will be textually rich and complex, incorporating intertextuality, multi-literacies and multi-modalities. It will require the reader to employ different strategies in interpreting different levels of texts (metatexts, subtexts, hypertexts and paratexts) and different types of

texts (word, image, sound, graphics) as the selection, configuration and interaction of different semiotic modes of meaning (linguistic, visual, gestural, spatial and audio) determine the communicative nature of the message. Secondly, a future text will acknowledge and represent the diversity afforded to us by the multiculturalism of a globalized world. Using culture as a resource that is reinterpreted, reappropriated and remixed with other cultural expressions, a future text will originate from popular culture and be distributed digitally and globally on online platforms and social media. Lastly, the future text will depend on its visuality, relying on icons, images and film to convey its message. The signs and representation of the text will demonstrate its awareness of its manipulation of cultural, semiotic and textual modes. Our understanding of the design of the future text will have far-reaching implications on the pedagogical practices in the language and literature classroom.

### **Colonial Inheritance and Loss in Evening Is the Whole Day**

*Ann Ang*

Set in the 1980s, *Evening is the Whole Day* is a critique of Malaysia as a neo-colonial state and the failure of multiracialism amidst the rise of Malay supremacy and the implementation of the New Economic Policy. As presented in Preeta Samasaran's first novel, the ethics of personal profit and "why should I feel sorry" results in a politics of non-participation and a persistent rhetoric of blame. Racial profiling continues to be perpetuated in the perspectives that the Malays, Chinese and Tamils have of each other. This paper argues that such racial stereotypes are a particular form of colonial inheritance, where essentialist identities abet the continued loss of a history and a future that exceeds British coloniality.

While this is paralleled by the tale of a middleclass Tamil family, Samasaran's narrative does not valorise a minority viewpoint, and portrays how the intersectionality of class, race and gender hierarchies make loving relationships impossible in the domestic sphere. When the grandmother falls and dies in the bathroom, the servant girl is promptly blamed, as an extension of such discursive violence. Focalised through the eyes of six year-old Aasha, the novel's aesthetic employs the magic realist presence of ghosts and the splicing of chapters from the 1960s and the 1980s as separate time periods. The deceptive forward movement of the narrative uncovers deep-seated anxieties in the Malaysian postcolonial psyche, while confronting the loss of communal solidarity in Aasha's imagining of alternative but impossible futures for her family.

### **Narrating Justice: Legal and Literary Accounts of the Cambodian Genocide**

*Kelly Yi Nga Tse*

This paper critically examines the ramifications of the Cambodian genocide (1975 - 79) through the interdisciplinary lens of law and literature. Specifically, it interrogates the

complex notion of post- conflict justice in relation to the Cambodian atrocities. The first section explains the aims and remit of the Extraordinary Chambers in the Courts of Cambodia (ECCC), a criminal tribunal and quasi-truth and reconciliation commission, for prosecuting senior leaders for serious crimes committed. It addresses the legal limitations of this ad hoc and hybrid court by criticizing the ECCC's effectiveness as a means to access retributive and restorative justice. As a response to the ECCC's limitations, the second section engages a literary corpus on the genocide by diasporic Cambodian writers such as Vaddey Ratner and Santel Phin. Probing the possibility of co-existence between perpetrators and victims in post-conflict Cambodia, these texts re-open the thorny issue of justice that the ECCC sought to pursue and foreclose. Contesting the tempting narrative of "justice being done," the narratives explore the difficulty, if not impossibility, of pursuing retributive and restorative justice in Cambodia. Taking the question beyond legal-judicial realms, these authors explore justice in the tortured chambers of the human heart. Juxtaposing public legal accounts and literary narratives, this article calls for situated discussions of justice in different discourses. It argues for the complementariness of law and literature in redressing the historical injustice that was the Cambodian genocide.

**Southeast Asian Graphic Narratives as Slipstream Fiction:  
*The Mythology Class and The Girl Under the Bed***

*Gui Weihsin*

This talk discusses two graphic narratives from the Philippines and Singapore that feature important elements of folklore, mythology, and the supernatural drawn from local cultures. In Arnold Arre's *The Mythology Class* (1999), students from the University of the Philippines team up with figures from the islands' folklore to defeat spirits who have infiltrated the modern world. In Dave Chua and Xiao Yan's *The Girl Under the Bed* (2013), which takes place during the Hungry Ghost Month, secondary school student Jingli tries to help a girl spirit who suddenly appears beneath her bed in her family's new flat. With their emphasis on myth and folklore, these graphic narratives depart from a recent inclination in Western and Asian comics towards historical non-fiction and life writing. While existing criticism about the use of myth and folklore in comics (especially with regard to Arre's work) often highlights the evocation of local culture to rejuvenate national identity, I propose examining *Mythology Class* and *Girl Under the Bed* as slipstream narratives, a term drawn from science/speculative fiction (sf) studies. Slipstream, coined by sf author Bruce Sterling, is a concept describing writing employing some science-fictional tropes but using them for different ends besides technoscientific world building. Slipstream writing generates estranging effects, defamiliarizing our everyday world by mixing science/speculative fiction with other genres such as horror and fantasy. These graphic narratives raise questions about social relations, modernity, and attitudes towards the past in the Philippines and Singapore rather than simply employing cultural traditions to affirm national identities.

## **The Filipino Wave? Representations of Filipinos in American Superhero Comics**

*Emil Flores*

With the appearance of Filipino superhero Wave in Marvel Comics' War of the Realms: New Agents of Atlas causing excitement in the Philippine comics scene (the variant cover featuring the character currently sells at 2999 PHP or 79 SGD), it can be argued that the Philippines is slowly entering into what Neil Gaiman calls the comics cultural dialogue. For decades, Filipino artists have been silently working on the adventures of American superheroes with only few hardcore comics fans and historians recognizing their artistic merits. Indeed, Filipinos have been exporting their talents to other countries while the Filipino culture itself has remained virtually invisible.

Still, there have been instances in American comics where Filipino characters have found their way into the printed page as grotesque villains, hapless victims and heroic figures. This paper will examine how Filipinos have been portrayed in American comics as heroes in particular starting from the 1940s with the Filipino Kid to the 21st century with Wave and the Triumph Division. Issues of postcoloniality, cultural identity, and cultural representation will be tackled in this examination.

## **Topic: English Language Teaching in Southeast Asia**

Date: 7 December 2019, Saturday

Time: 1150 to 1320

Venue: Dunearn I, Raffles Town Club, Singapore

### **Across Texts and Contexts:**

#### **Lesson Enactment and Integration of EL Learning in the Singapore Classroom**

*Fatema Anis Hussain, National Institute of Education,  
Nanyang Technological University, Singapore*

Based on the areas of lesson enactment incorporated in the Singapore Teaching Practice (STP), preliminary findings from an ongoing, baseline study of pedagogical practices in Singapore reveal substantial evidence of Primary 5 English Language (EL) teachers arousing student interest, encouraging learner engagement, and facilitating collaborative learning. Broadly, this paper elucidates teachers' lesson enactment across 12 thematic units of school curricular work corresponding to 89 lessons. In view of the EL curricular focus on teaching receptive skills, productive skills, grammar and vocabulary in an integrated and cumulative way across different texts and contexts (MOE, 2020), it becomes imperative to consider to what extent and in what way teachers' lesson enactment facilitates integration of students' language learning.

The paper specifically focuses on the lesson enactment of one teacher with about 15 years of experience, teaching a unit of seven lessons in a neighbourhood government school. Illustrative excerpts from video-recorded classroom observations (2018), brief post-lesson interviews, and a semi-structured teacher interview elucidate how the teacher builds up her students language skills in an arguably, structured and incremental fashion incorporating a range of relevant texts and real-life contexts. The teacher's attempts to stimulate and engage her students, and invite their perspectives through various participatory structures provide valuable insights into how the principle of integration, outlined in the syllabus (MOE, 2020), might be operationalised. Broader findings from the coding analyses of lesson videos from the present sample would potentially, surface key implications for EL teachers' classroom practice and professional development especially, in the Asian context.

### **References**

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## **Innovations in Pronunciation Instruction for Southeast Asian Learners of English as a Foreign language**

*Sarah Boye, Universiti Brunei Darussalam*

This paper presents the development of teaching materials that use tongue twisters for pronunciation instruction in EFL teaching for students from a range of SE Asian countries. First, current issues regarding pronunciation teaching in EFL teaching contexts are considered. The SE Asian context in which the pronunciation teaching takes place is then set out. Through a documentation of the teaching of English pronunciation for Asian learners it is shown that the use of tongue twisters can provide a multipurpose platform to develop both segmental pronunciation such as English phonemes and vowel length, as well as prosodic elements such as word stress and intonation. The paper concludes that tongue twisters can help raise the learners' language awareness regarding their own pronunciation and provide realistic and measurable aims towards improvement. It is recommended that the practice described here could be developed into further innovation such as pronunciation-focused exchanges. English learners in different parts of the world could participate in tele-collaborative classes, the aim of which could be to improve intelligibility through the identification of misunderstandings. Such targeted pronunciation teaching and intercultural exchange could provide meaningful pronunciation development for learners of English and help prepare them for English in multilingual contexts.

## **EFL Learning Motivation Differences of Chinese Junior Secondary School Students: A Mixed-methods Study**

*Xuejun Ye*

With the realization of motivation being an essential factor that determines the successful acquisition of English as a foreign language (EFL) in China, there has been a proliferation of studies investigating Chinese secondary school students' English learning motivation. However, empirical studies addressing motivation differences of secondary school students are scarce. Employing self-determination theory, this study examines the motivation differences of higher-achieving, average-achieving and lower-achieving students in a private junior secondary school in South-west China. The 21-item Language Learning Orientation Scale---Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS-IEA) questionnaire was adapted and administered to 810 students, and follow-up semi-structured interviews were conducted with 9 students, consisting of three levels, to gain an enriched understanding of their English learning motivation and motivation differences. The preliminary findings indicate that there were both notable differences and similarities in motivation among the three group students. The lower-level students demonstrated the highest level of amotivation and were least intrinsically motivated to learn English. Different from previous findings that higher-achieving students might be least extrinsically motivated



to learn English, this study reveals that all three levels of students showed a similar level of extrinsic motivation. This paper suggests that it is crucial for English teachers to adopt various strategies to foster students' intrinsic and extrinsic motivation. Furthermore, teachers are advised to pay special heed to the motivation cultivation of lower-level English language learners.

### **Contemporary Challenges for Literature in Language Learning in South East Asia**

*Geoff Hall, University of Nottingham Ningbo China (UNNC)*

New directions, emphases and challenges in modern language learning and teaching are very evident today. Our students bring new transnational, multicultural, multilingual and digitally mediated realities into classrooms still sometimes too much modelled on outdated one-language-one-culture-one nation ideologies. How far are claims for the new relevance of literature in language teaching in touch with these new realities? Are textbooks and multimedia serving up the same old cold dishes or are teachers and classrooms challenging learners in our age of social media 'echo chambers' and increasing intranational and international conflict and mutual incomprehension?

My argument will be for the affordances and challenges of literary texts in foreign languages as characteristically ambiguous, polysemic where not indeterminate, and disturbing. Literature's value is to challenge to new interpretation and new learning rather than confirming its readers in easier habitual responses, including settled views of what 'a language' or 'a culture' may be or what 'multilingualism' may entail.

I develop my argument through use of some recent activities, materials and empirical studies of literary reading and meaning making, and my own recent experience in teaching literatures in English in China. Translation and related activities are returning to classrooms (if they ever completely left). A specific study of students reading Ezra Pound, 'A River Merchant's Wife' exemplifies this approach.

# **Insights into an interdisciplinary project on critical reflection in Nursing**

**Namala Tilakaratna, Mark Brooke & Laetitia Monbec**

**National University of Singapore**

This paper provides a description of the first stage of pedagogical research project consisting of an interdisciplinary collaboration between nursing disciplinary experts from the Alice Lee Centre for Nursing Studies (ALCNS) and academic literacy experts from the Centre for English Language Communication (CELC) at NUS. The project explores the highly valued skill of ‘critical reflection’ in nursing undergraduate clinical modules drawing on rigorous theoretical frameworks that make visible salient linguistics resources (Systemic Functional Linguistics) and knowledge practices (Legitimation Code Theory). The first stage of the project involved the collection of student critical reflection assignments and their analysis using selected SFL and LCT tools to explore the kinds of language and knowledge practices that are privileged in critical reflection written assessments. The texts were selected based on the marks allocated by the disciplinary staff at ALCNS without input from literacy experts. The purpose of the analysis is to reveal what counts as ‘deep’ reflection to nursing disciplinary experts and in doing so to identify textual features of these assignments which can be taught to a wider cohort of nursing students in order to improve reflective writing. This paper will present the findings around three main areas: Generic structure (the expected stages of the critical reflection process), Evaluation (the targets and types of evaluative meanings that demonstrate critical reflection), and Semantic Gravity (the types of knowledge provided at the personal experiential level and at the abstract, theoretical level which show students’ engagement with the disciplinary concept as they reflect on their practice).

## **Topic: English Language Teaching in Southeast Asia**

Date: 7 December 2019, Saturday

Time: 1150 to 1320

Venue: Dunearn I & II, Raffles Town Club, Singapore

### **Online ESL Tutors' Teaching Strategies in the Virtual Classroom**

*Darren Rey C. Javier, Philippine Normal University, Philippines*

*Rachelle B. Lintao, University of Sto. Tomas, Philippines*

Online ESL teaching has become a platform for Filipino teachers to have a chance to teach international students at the comfort of their homes. Aside from being adept on the use of online applications used in online lessons, online tutors are expected to apply effective teaching strategies to help students improve their communicative skills. Given the fast-growing industry of online teaching in the Philippines, there are more than 10,000 Filipinos working for internet-based teaching sites (Lijuan, 2019). Several studies have focused on the teaching pedagogies used in the formal classroom (Jones, 2003; San Jose & Galang, 2015; Villena & de Mesa, 2015) but there is a dearth of studies showing how online ESL tutors do their teachings online and what strategies they usually employ in their lessons. This paper attempts to describe the best practices commonly used by online ESL tutors in the teaching of oral communication to young learners anchored on Rosenshine's (2012) principles of effective instructions and Chickering and Gamson's (1987) seven principles of good practice. A total of 10 recorded actual online lessons will be content analyzed to determine the teaching strategies of online tutors and how they use them in their sessions in the virtual classroom. The findings in this study would provide insights on the best practices as well as points for improvement of the online tutors of English. Implications to teachers of English can also be drawn from this study.

### **Move Analysis: Novice L2 Writers' Introductory Paragraphs to Essays across Languages and Genres**

*Tzu-Shan Chang, Tamkang University*

Swales' CARS (create a research space) model (1990, 2004) originally aimed to help NNE professionals in the science field understand the rhetorical structures of research article introductions (RAI) and help them publish RAs in prestigious journals in English. Many studies have adopted/adapted it to extend their investigations into different sections of RAs

and to identify the characteristic academic text structures in different disciplines (e.g., Samraj, 2002), genres (e.g., Connor & Upton, 2004), and languages (e.g., Arvay & Tanko, 2004). However, most analyzed texts are either the RAs or writing that requires a certain degree of the professional text knowledge. Essays especially by novice L2 writers appear to be underinvestigated (Kusel, 1992; McMahan, 2013), let alone the introductory paragraphs contextualized in different genres and languages. This study adopts Swales' CARS model to compare novice L2 writers' introductory paragraphs of narrative and argumentative essays written in L1 Chinese and L2 English. Quantitative and qualitative data include the four types of corpora, built from both types of essays in L1/L2, and interviews. The participants' moves/steps will be analyzed; interview results will help further understand their reasoning behind the moves/steps they make. This study helps raise novice L2 writers' awareness of the textual structure of effective introductory paragraphs in L2 essays and provide instructors with suggestions that prepare their students for the academic communities they are seeking membership in. This presentation will conclude with the approaches that incorporate L1 knowledge/culture as resources into a L2 composition class, contributing to the study of contrastive/intercultural rhetoric.

### **An Exploratory Study on the Lexical and Syntactic Complexity of Hong Kong English Learners' Essays in a Public Examination**

*Haoyan Ge, Edsoulla Chung and Cynthia Lee, The Open University of Hong Kong*

In Hong Kong, most students are expected to take the Hong Kong Diploma of Secondary Education Examination (HKDSE) upon completion of secondary education. Whilst English writing seems to have posed considerable challenges to second language (L2) learners in the territory, few empirical investigations have been conducted to scrutinize their use of language in the examination context. This paper presents the analysis of a recent study exploring how language was used by Chinese learners of English in the HKDSE English Language Paper 2 – Writing, with particular reference to lexical sophistication and syntactic complexity. A total of 120 high-scored, mid-scored and low-scored examination scripts of a popular text type were randomly selected from the 2017 and 2018 HKDSE English Language Paper 2. The learners were asked to give suggestions on a social issue. The selected scripts were segmented, coded and analysed. Using the CLAN programme which has been widely used to analyse L2 acquisition data, lexical sophistication was measured by the length of texts, lexical diversity (VocD), the frequency of academic words, polysyllabic words, and abstract nouns. L2 Syntactical Complexity Analyzer (L2SCA) was used to examine syntactic complexity, producing 14 measures in terms of the length of production, sentence complexity, subordination, coordination and particular structure. The statistical results suggest that lexical sophistication is a stronger predictor of essay quality, compared to syntactic complexity. Implications for L2 writing assessment, L2 acquisition and writing pedagogy are drawn

## **Acknowledgements**

The research team would like to thank the Hong Kong Examinations and Assessment Authority for access to test takers' scripts from the 2017 and 2018 English Language Paper 2 (Writing) - Part B. The project has been supported by the School Research Fund (Project No.: R4086 and R4087) from the Open University of Hong Kong. This presentation was partially supported by a grant from the Research Grants Council of the Hong Kong Special Administrative Region, China (Project No: UGC/IDS16/17).

## **Locating the Position of K to 12 Completers' Grammaticality in English: An Error Analysis of Job Simulated Correspondences**

*Carla Margarita Arce, Carlos Rafael Arce and Jerome Hilario,  
Ateneo De Manila University, Marikina Polytechnic College,  
University of the Philippines Diliman*

For a graduate to land a job, one has to succeed in academic discourse, specifically in writing. However, teachers in the Senior High School level are dissatisfied with the learners' performance due to the erroneous written outputs such as essays, précis, letters, research and critical analyses submitted in class. Thus, this paper attempted to determine the grammaticality of written business correspondences of SHS-ABM Graduates of Mayamot and San Juan NHS based on job simulated activities. It intended to delineate areas of grammar difficulties to propose instructional material preparation and lesson planning. The data comprised of job simulated outputs such as cover letters, electronic mails responses, and written open-ended interview answers of 30 ABM graduate-respondents. The outputs were subject to error analysis which focused on establishing the error density index or the EDI and error frequency. In terms of frequency production, the results revealed that among the fifteen common grammar mistakes, subject-verb agreement errors (32%), vague pronoun reference (11%), and comma splice (8%) are three of the most frequently violated. Based on the graduates' written business correspondences, an error density index average of 91% was identified. The level of correctness in writing as shown by the EDI is unsatisfactory as expected from a senior high school graduate who wish to secure a job. These results served as bases for policy formulation and curricular developments such as instructional material preparation and lesson planning.

## **Learners' Voices, Teachers' Voices: Are They Saying the Same Thing?**

*Andrew Littlejohn*

This presentation reports on research currently in progress in Brunei to investigate how far teachers and school-aged learners inhabit the 'same world' when they are together in the English language learning classroom. Most research in the area of learner perspectives has

concentrated on adult learners, where data collection is considerably easier, and very little work has been done to date to directly investigate how younger, school-aged learners view the purposes of the classroom. One of the main problems with most research that has been done on children's perceptions is that it is usually based on an adult view of 'what matters', most frequently selecting criteria for data based on what the researchers believe is significant for children, rather than on what children may think is significant. Taking a research perspective from Phenomenology, however, this project utilizes an innovative methodology involving the development of personal construct repertory grids (Kelly 1955, and many others since) to allow Bruneian secondary school learners to 'speak for themselves' and to paint a rich picture of how they and their teachers see the classroom. The initial findings reveal a significant difference in their priorities in the classroom and why they think they are doing what they are doing. Ultimately, the research purpose is to give school-aged learners a greater voice in their classrooms, so that we can more clearly identify causes of success and failure in language learning. (Joint researchers Andrew Littlejohn, Sarah Boye, Ishamina Athirah Muntassir)

## **Themed Panel: Asian Contributions to World Englishes Theorizing 2**

Date: 7th December 2019, Saturday

Time: 1010hr to 1320hr

Venue: Dunearn III, Raffles Town Club, Singapore

### **World Englishes Lexicography and the Concentric Circles-Lexical Priming Model**

*Vincent Ooi, National University of Singapore*

In light of the observation that “the lexicography of world Englishes creates a challenge to redefine, change, or reaffirm commonly held linguistic attitudes and ideas” (Dolezal, 2009: 702), this paper proposes and details a lexicographic model for the inclusion and holistic treatment of potential WE words for dictionary codification. This emergent model, the Concentric Circles-Lexical Priming Model (CCLPM), is postulated to have a Janus-like quality. One ‘face’ is that the WE lexicon is represented in terms of varietal features that can be graphically represented as a ‘Concentric Circles Model’. Such a model shows the entire range of functions in the national variety, including varietal labels that typify a diglossic situation in linguistically and globally hybridized communities.

The model is also visually concentric in order to show the ‘centripetal’ (converging ‘core’ WE features) and ‘centrifugal’ (diverging local endonorm) forces happening at the same time. The other probabilistic face translates varietal facts into comparable frequencies of salience: the GloWbe corpus (Davies and Fuchs 2015) is currently the most appropriate resource to exemplify these measurable empirical frequencies. Adapting Hoey (2005), a resource such as GloWbe shows that empirical comparisons can be made between national varieties – representing respective ‘collective lexical primings’ - of English. The argument for the CCLPM will be supported by lexical examples from various varieties of English, including (but not limited) to the following: *sahib* (Indian English), *my bad* (U.S. English), *Brexit* (UK English), and *retrench* (transitive verb sense – South African English, Singapore English, Australian English).

### **Contact, Asia, and the Rethinking of World Englishes**

*Lisa Lim, The University of Sydney*

That an entire sector of World Englishes owes its existence to language contact hardly needs mention nowadays. There is general recognition of how the evolution of Englishes in the non-settler, exploitation colonies in Asia is in many ways viewed as the epitome of language contact dynamics because of the range of typologies of the indigenous languages, which make for radically diverse Englishes, as well as because of language policies which have afforded the spread and penetration and thus evolution of the new varieties. The significance

of a language contact analysis of Asian Englishes for the theorisation of World Englishes is however sometimes understated. This paper distils several of these contributions. It considers not only the usual account of contact between the English-speaking and indigenous language communities during Britain's trade and colonisation ventures from the 17th through 19th centuries, but also highlights other contact circumstances pre-dating British, such as that amongst various Asian communities, and with the Portuguese, evaluating the importance of contact chains. It illustrates how the evolution of features such as tone, particles, and mixed codes demonstrates the limits or otherwise on the typology of the emergent World English varieties. And, in comparing with other contact scenarios, it underscores how the dynamics and outcomes in World Englishes are aligned with general patterns of contact and evolution. It concludes by reflecting on how contemporary Asian contact ecologies, including computer-mediated communication, the language teaching industry, and trade, hold important implications for theorising the current and future evolution of World Englishes.

### **Intelligibility and Comprehensibility of Asian Englishes: Issues, Challenges, and Prospects**

*Shirley Dita, De La Salle University*

With English gaining a more significant role as an international language, research on intelligibility and/or comprehensibility of different varieties of English is now more important than ever. Additionally, the call towards the ASEAN Economic Integration by the year 2025 necessitates better understanding between and within the community of nations. Needless to say, language as a communicative and unitive tool is basic element in the vision for integration. Indeed so, the truly multi-lingual ASEAN has identified English as its working language alongside the region's native languages as co-official languages. That being the case, English plays a very important role in forging better understanding in the region. And there has been no more compelling time for the region to be more enlightened with intelligibility between Englishes as it is now. This presentation reviews the important concepts and views in relation to intelligibility and comprehensibility in the world Englishes paradigm. It also surveys the key studies which investigated the intelligibility of Asian Englishes and presents their important findings. Some compelling issues on intelligibility that are apparent in this time and age are also presented in this talk. Finally, the pedagogical implication of intelligibility and/or comprehensibility for English language teaching and learning are drawn towards the end of the talk.



## **English as a Medium of Instruction across the Concentric Circles in Asia**

*James D'Angelo, Chukyo University*

In today's complex global higher education network, there is great competition for the best students, and offering a wide-range of coursework and majors where English serves as the Medium of Instruction (EMI) is increasingly becoming a necessity—especially for those universities that wish to maintain international visibility. Asia/Oceania provides an interesting regional context, where all three of Kachru's concentric circles exist in close proximity: from Inner Circle Australia and New Zealand to Outer Circle India, Singapore, Malaysia and the Philippines, to Expanding Circle China, Korea, Japan and Indonesia, etc. At the same time, the lines between the circles are being blurred in a “post-varieties” world—where great migration and collaboration occur. The Inner and Outer Circle societies are already quite multilingual/multicultural, and universities in all three circles show an ever-increasing trend towards diversity and internationalization of their student bodies. This paper will focus on one country from each circle, and explore the unique and shared linguistic and pedagogical challenges faced in each context.

## **Asian Englishes: Where WE've Been and Where WE're Going**

*Kingsley Bolton, Nanyang Technological University*

This presentation will trace the development of the study of Asian Englishes from the 1960s to the present, presenting a critical overview of approaches to the field past and present. One central argument here is that research on Asian Englishes contributed greatly to the development of world Englishes (WE) in the 1980s and 1990s, and continues to inform the theoretical frontline of research on applied linguistics, sociolinguistics and the dynamics of multilingual societies. As the WE enterprise moves forward the study of Asian Englishes will remain of key importance, at both theoretical and applied levels of engagement, in informing many aspects academic engagement across diverse fields of linguistic research and scholarship.

## **Themed Panel: Literature 1**

Date: 7 December 2019, Saturday

Time: 1150 to 1320

Venue: Private Lounge, Level 2, Raffles Town Club, Singapore

### **Historicity and the Contemporary Theatre of Kuo Pao Kun**

*C J Wan-ling Wee*

What is the place of contemporary art forms from the 1980s within the present global dispensation in which the attempt to obliterate temporality transpired, as witnessed in the Hegelian revivalism of Francis Fukuyama's *The End of History and the Last Man* (1992)? This essay suggests that the contemporary of contemporary art in Singapore and West Malaysia is less a period style but more differing artistic responses in various contexts of desired economic growth to the end of temporality as a situation. The idea of contemporary art entails the existence of an idea of the contemporary. The structure of temporality, in turn, is to be comprehended as the way time is conceptualised and lived out in society. The contemporary is both an idea of the time in which we are in and a goal of reacting more effectively to the demands of the immediate present. And a part of the 1980s was a sense that earlier regional formations of modern art that had eradicated traditional cultural forms as backward needed to be rethought. The artistic practices of Singapore playwright and director Kuo Pao Kun (1939- 2002) is a major examples of such an artistic response. His work incarnates a contemporary in which historicity, cultural memory and interpretations of traditional art forms had roles. Kuo's theatre commitments require us to see his engagement with the issue of plural identities within and without the modernising nation-state in the decades of the 1980s and the 1990s, when that great modern ideology of nationalism was being revamped by globalising imperatives: this is an engagement with a colonial-era Malayan legacy of multiracialism and state formation from the Cold War. Historicity for Kuo is not the modernist desire to reconstruct the fragments of the past into a whole, and is not centrally about the representation of the past (though that occurs), but is in the first instance the need to capture the past's fragments in order to conceive of a fuller sense of the present's multicultural opportunities.

## **Do the Write Thing: Writing Schizophrenia in Singapore**

*Philip Holden*

The last decade has seen a growing number of literary and critical texts expressing the expertise of those who have experienced mental illness or difference. Some use the language of mad studies and neurodiversity to critique culturally dominant psychiatric models and explore mental difference as an identity, rather than an illness. Others make use of the concepts of mental disability to emphasize both impairment and social exclusion, to challenge social constructs, demand better health provision, and elaborate more complex understandings of what recovery might be.

This paper examines two recently published auto/biographies of people living with schizophrenia in Singapore. Chan Lishan's *A Philosopher's Madness* (2012) attempts a "phenomenology of madness," enacting through its fragmentary and recursive structure the experience of psychosis and recovery. Danielle Lim's *The Sound of Sch* (2016), in contrast, is largely narrated by a young girl growing to early adulthood whose uncle, Seng, is diagnosed with schizophrenia, and focuses on the experiences of those who care for and support him over the years. As its title suggests, Lim's narrative foregrounds everyday sounds as a method of defamiliarizing readers, pulling them away from social metanarratives of mental illness.

The primary purpose of both narratives is both therapeutic and pedagogic, to enact catharsis through witnessing, and to educate their readers. Yet they also have a critical function. The experience of schizophrenia in Singapore is marked by continual and uneasy intersection with social narratives of social control, personal success, neoliberal subjectification, and meritocracy. Memoirs such as Chan's and Lim's answer the demand made by scholars such as Zhang Kuansong and Loh Kah Seng that the voices of those living with disability and mental difference, the "small voices of history," be heard and their agency acknowledged. Yet they also, through their literariness, raise important questions about the meaning of voice, agency and self-making in a society in which colonial forms of knowledge and governing rationalities have now transformed into national ones that cannot quite leave their origins behind.

**"Nothing that bears a life but brings a treasure":**

**Jacobean Drama and the Imaginative Trade in the East Indies, 1613-21**

*Emily Soon*

Since the 1978 publication of Edward Said's *Orientalism*, scholars working within the literary-historical field of the Global Renaissance have fruitfully debated the extent to which Said's framework can reasonably be applied to early modern imaginative depictions of the Arab world, as well as of South and East Asia. Early modern English literary engagement with Southeast Asia, however, remains comparatively under-studied. Yet the pepper, cloves and nutmeg produced in the Spice Islands in present-day Indonesia played a vital part in

England's economic development in the years following the 1600 establishment of the British East India Company; as this paper outlines, there was a critically-neglected literary dimension to the early Anglo-Asian relationship too. Far from being ignorant of, or uninterested in, the Malay world, this paper reveals Jacobean dramatists to be keenly involved in trading imaginatively in the East Indies. Through exploring how performances such as Thomas Middleton's civic pageant *The Triumphs of Truth* (1613) and John Fletcher's tragicomedy *The Island Princess* (ca. 1621) re-interpreted Indonesian culture for their audiences, this paper reveals Shakespeare's peers to be adept at manipulating the wealth of ethnographic information at their disposal in order to advance sophisticated ideological agendas. These complex performances thus invaluablely extend and complicate current research on the pre-history of Orientalism; more broadly, these Renaissance texts offer intriguing points of comparison with English literature from the modern imperial era, demonstrating just how much – or how little – Anglophone attitudes to Asia have changed over the centuries.

### **Land Tropes and Resistance in Two Southeast Asian Agricultural Novels**

*Lily Rose Tope*

The Philippines and Malaysia have ancient land traditions that express human affinity to the land. In Southeast Asia, land is sacred. Land is soil and is called the skin of the earth. But it has not escaped the grasp of modernity and capitalism, and humanity is complicit in exploiting it. This study uses ecocriticism to examine the response of land to human intervention and the break in the formerly symbiotic relationship between the two. Using the subgenre of the agricultural novel, the study examines the use of land tropes and expressions of resistance in NVM Gonzales' *A Season of Grace* and Shahnnon Ahmad's *Rope of Ash*. The study will contextualize the friction between nature and human progress by showing the transformation in the cultural discourse pertaining to land as both countries face the demands of economic advancement and nation building.

### **Han Suyin's Cold War Autofiction: Romance and Decolonisation**

*Alex Tickell*

My paper examines the major works of Han Suyin (Rosalie Chou) and asks how her distinctive 'autofictional' use of life-writing and romance in her memoir-histories and her popular middlebrow romance fictions (*A Many Splendoured Thing* 1952; *The Mountain Is Young* 1958, and *Winter Love*, 1962) anticipated much more recent literary innovations in life writing and creative non-fiction. I will also concentrate on Han's recurrent, often biographically informed, figure of the inter-ethnic romance as a motif that speaks to her public role as a spokesperson for Bandung-era non-alignment. In works such as *A Many*

*Splendoured Thing* Han reprises a familiar Cold War Orientalist trope (Klein 2003; Barraclough 2015) of inter-ethnic love, but repurposes it so that women inhabit much more enabling roles: as socially engaged professionals, as figures of reciprocity and mutual recognition and as active participants in Asia's postcolonial history.



### **Keynote 3: Creative Literatures of English(es) in Southeast Asia (SEA)**

Keynote Speaker: Isabel Pefianco Martin

Date: 7 December 2019, Saturday

Time: 1420 to 1500

Venue: Ballroom II, Raffles Town Club, Singapore

## **Keynote Symposium**

### **English in Singapore: Re-thinking Paradigms and Approaches to Researching, Teaching and Learning**

Keynote Speakers: Phyllis Chew, Anne Pakir, Tay May Yin, Peter. Tan

Date: 7 December 2019, Saturday

Time: 1500 to 1630

Venue: Ballroom II, Raffles Town Club, Singapore



## **Themed Panel: Literature 2**

**Date: 7 December 2019, Saturday**

**Time: 1640 to 1810**

**Venue: Private Lounge, Level 2, Raffles Town Club, Singapore**

### **On Street Photography, On Writing Poetry: An Auto-ethnographic Practice**

*Eddie Tay*

“It is as if the shutter of the street poet’s eye, like that of the street photographer’s camera, has the power to create a channel of communication between the literal and the figurative, the given and the possible, the seen and the hallucinated.” (Clive Scott Street Photography 2007). As an auto-ethnographic presentation on what it means to be guided by the urban landscape of Singapore in one’s creative writing practice, this paper moves from the indexical to the phenomenological. It is an assemblage of street photography, poetry and critical reflections. As Steve Pile (Real Cities 2005) argues, “What is real about cities ... is also their intangible qualities: their atmospheres, their personalities”. In this paper, we see a phantasmagoria at work, which is the “ghost-like or dream-like procession of things” in the city and which “evokes very different times (be they past, present or future; be they remembered or imagined)” (Pile 2005). Here, we see Singapore as national trace, as contemporary local habitus and as function of a



global imaginary. In this respect, the city is made legible through the creative practices of writing poetry and taking street photographs.

**Babylon by Bus: Gregory Nalpon's Engagements with Plebeian Postcolonial  
Multicultural Singapore Through Public Bus Journeys c 1955-75**

*Angus Whitehead*

Sometime during the 1950s or 1960s recently rediscovered pioneer Singapore writer Gregory Nalpon boarded a downtown bus holding a copy of Rev Fulton Sheen's 'God and Intelligence' in one hand and Walter Skeat's Edwardian anthropological classic 'Malay magic' in the other. Nalpon's chosen bus readings gesture to the acquired partial Roman Catholic / pagan-Islamic Malay lens he trained on Singapore as he relentlessly caught buses crossing and recrossing the island. In the process, he also seems to have caught a local plebeian Singapore flavour crossing racial and cultural lines from the twilight of empire, through two years as Malaysian state, separation, an exciting hopeful beginning of an independent nation and into hints of early onset national trauma and disillusion.

Examining published and unpublished Nalpon materials, this paper locates Nalpon himself on buses of the period as well as tales of buses as spaces for supernatural happenings, initiated gangster murderers, conversations with youths on marijuana, grandmothers and children, prostitutes and unaware and unattractive sing-singing Caucasian missionaries. These democratised Singapore journeys and encounters of a would-be 'gentleman of leisure' are complemented and illuminated by contemporary discoveries and accounts concerning the official and unofficial history of the Singapore bus system of the 1950s to the 1970s. Through this contextualised exploration, an ever-moving microculture emerges, where behind the smooth ever more modern impersonal world of business-government operated buses and terminuses, an older unseen melting pot ecosphere of superstition, promiscuous folkways, including Ganesh and Chinese gods, blur, endure, honoured by both captains and passengers.

**Entrepreneur Narratives in Contemporary Singapore Fiction**

*Samuel Perks*

In his 2015 article "Entrepreneurship as the New Common Sense", literary critic Imre Szeman argues that entrepreneurship "has come to permeate our social imaginaries" such that "the unquestioned social value and legitimacy of entrepreneurship shapes public policy, social development, economic futures, and cultural beliefs and expectations." He quotes North Michigan University's description of their Entrepreneurship Major, in which they argue that

“entrepreneurship is a mindset... a way of thinking, of acting, of engaging the world.” This mode of worldly engagement is echoed by NTU’s advertising for its Minor in Entrepreneurship: “entrepreneurship [...] is a mindset”. Mindsets do not emerge solely from university courses; rather, mindsets are made and re-made under pressure from social, cultural, and economic forces. This entrepreneurial mindset has a global reach, but its Singaporean particularities merit further inspection.

This paper will compare two contemporary Singaporean entrepreneur narratives in order to interrogate ways in which entrepreneurship can be imagined. Kirsten Chen’s *Soy Sauce for Beginners* (2014) and Akshita Nanda’s *Nimita’s Place* (2018) both feature entrepreneurial transformations, but in drastically different circumstances. Whilst Chen’s protagonist inherits a role in a slow-to-modernise soy sauce business, Nanda’s protagonist embraces tech innovations to become a partner in a new company. This paper asks: what happens when history appears in entrepreneur stories? Is Singaporean entrepreneurship thought of as a necessarily transnational phenomenon? And how can family dynamics be represented alongside the individual drive for success?

### **Returning History: A Comparison of Jeremy Tiang’s *State of Emergency* and Hai Fan’s *Delicious Hunger***

*Sim Wai-Chew*

This paper compares two texts which pay great attention to the Malayan Emergency period, Jeremy Tiang’s *State of Emergency* and Hai Fan’s *Delicious Hunger* (可口的饥饿). Both published in 2017, Tiang’s Anglophone work won the Singapore Literature Prize in 2018. Hai Fan’s Sinophone collection was selected as one of the ten best books of the year by *Asia Weekly* (亚洲周刊), thus becoming only the second local writer (after Yeng Pway Ngon) to achieve that distinction. By reworking the “distribution of the sensible” (Rancière) that subtends the conflict, both books contribute to what might be called a “people’s history” of the region. They urge a reassessment of dominant Singapore narrative memes. In a period where income concentration levels appear to be returning to those last seen in the early nineteenth century (Piketty 2013), they also provide new narrative resources for thinking through and challenging reified social relations and processes.

## Humor and Singapore History in Sebastian Sim's *Let's Give It Up for Gimme Liao!*

Angelia Poon

The Singapore novel in English is not for the most part a genre known for humor and comedy. Indeed, many novels that come to mind are serious, even bleak, social realist ones focused on exploring such themes as the failure of nationalist ideals, the opportunity cost of rapid development, loss of cultural heritage, and a palpable sense of individual alienation. We search elsewhere and amidst other Singapore cultural texts like *mrbrown.com* for humor and political satire. It is for this reason that Sebastian Sim's debut novel *Let's Give It Up for Gimme Liao!* (2016) stands out for its raucous humor and comedic take on history and contemporary events in the city-state. Sim's novel is a comic bildungsroman concerning the eponymous protagonist, who was the first baby born in independent Singapore--but unbeknownst to him--robbed of that honor by a vindictive nurse. That sets off a life of misadventure where things don't all go according to plan. Besides drawing on Bakhtin's by now well-known ideas about the carnivalesque to explain the text's subversive energy and its perspective of Singapore society, I also seek to explore closely the intersection between comedy and history in the novel. How do elements of comic narrative enable us to think about history and how it gets told in Singapore? Rather than earnestly setting out to recover a history hitherto suppressed and provide another point of view, the text, I suggest, asks instead the more unsettling question of *what* don't we know and *why*?