

ESEA
@2019

20th English in Southeast Asia Conference 2019

Re-thinking Paradigms and Approaches
to Researching, Teaching and Learning English

6-7 December 2019
Raffles Town Club, Singapore



SINGAPORE
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Registration closes on 31st Oct 2019

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ESEA@2019 Workshops



New Directions in the Teaching of English: Spotlight on the IB Diploma's Language A Curriculum

Dr. Suzanne Choo (National Institute of Education, NTU),
Mr. Guillermo Duff (International Baccalaureate Organization)

The first part of this talk will focus on trends in the globalizing of English education particularly in the IB Language and Literature curriculum. The presentation will explore how the curriculum develops intercultural dispositions and competencies by positioning language as a medium to understanding and engaging with others.

The second part of the presentation will focus on the challenges related to the inclusion of multimodal texts in the IB's Language and Literature syllabuses. The presentation will also explore the classification of multimodal texts in the new syllabuses, the approaches suggested for the teaching of multimodality and the challenges multimodality presented in the design of the assessment components.



Registration is open now and closes on 31st Oct



Addressing 'Special Needs' in the English Language (EL) Classroom: Towards Inclusive Education

Dr. Gene Segarra Navera (Centre for English Language Communication, NUS)

How do we respond to students with 'special needs' in the EL classroom? What frameworks can we adopt in order to responsibly address these special needs? This workshop offers participants an introduction to frameworks on inclusive education. The workshop begins with an activity designed to elicit participants' existing practices in addressing special needs in the EL classroom. This is followed by an input from the facilitator based on his experience teaching a visually impaired learner and another student struggling with her language use in a university-level scholarly writing module.

The workshop ends with participants familiarizing themselves with the Universal Design Learning (UDL) framework which they can adopt in their respective EL classroom contexts for a more inclusive learning environment.

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