



tesol
international
association

**regional
conferences**



Excellence in Language Instruction: Supporting Classroom Teaching & Learning

3-5 December 2015

National Institute of Education, Singapore

Advance Program

www.tesol.org/singapore

What is a TESOL Regional Conference?

A TESOL Regional Conference is a three-to-five-day event featuring keynote speakers and concurrent sessions. TESOL collaborates with local organizations to develop strands relevant to the local context, a call for proposals, and pre- and postconference institutes. All proposals are peer reviewed.

www.tesol.org/regionals

Join TESOL in Singapore!

Learn about the latest trends in international language instruction and assessment from experts in the field through 6 preconference workshops, 3 keynote addresses, and more than 180 engaging and thought-provoking sessions.

www.tesol.org/singapore

This event is co-organized by **TESOL International Association** and the **National Institute of Education, Singapore**.

Schedule at a Glance

Thursday, 3 December

8:00 am – 12:00 pm	Preconference Workshops (ticketed event)
12:00 – 1:00 pm	Lunch (provided)
1:00 – 2:00 pm	Opening Keynote: Anne Burns
2:00 – 5:00 pm	Concurrent Sessions

Friday, 4 December

7:00-9:00 am	Registration/Check-in
9:00 – 10:00 am	Keynote Speaker: Christine C. M. Goh
10:00 am – 12:00 pm	Concurrent Sessions
12:00 – 1:00 pm	Lunch (provided)
1:00 – 5:00 pm	Concurrent Sessions

Saturday, 5 December

7:00-9:00 am	Registration/Check-in
9:00 am – 12:00 pm	Concurrent Sessions
12:00 – 1:00 pm	Lunch (provided)
1:00 – 4:00 pm	Concurrent Sessions
4:00 – 5:00 pm	Closing Keynote: Paul Kei Matsuda

TESOL thanks its Global Partners

STRATEGIC PARTNER



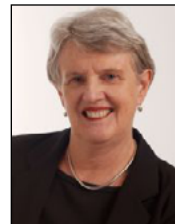
EVENT PARTNERS



Keynote Speakers

OPENING KEYNOTE

Teacher Tales: Context-Embedded Second Language Teacher Professional Development



Anne Burns

To be effective, teacher professional development should be linked to, and embedded within, the contexts in which teachers work. In this presentation, I explore the idea of context-embedded teacher development and draw on teachers' tales

about how their own classrooms have provided the impetus for profound professional insights.

Anne Burns is professor of TESOL at the University of New South Wales, Sydney, Australia, and professor emerita in language education at Aston University, Birmingham, England. She has worked with many teachers internationally and has published extensively. She is known for her work in teacher education and action research.

FRIDAY KEYNOTE

Professional Development for Teachers of 21st Century English Language Learners



Christine C. M. Goh

Professional development for teachers is a critical factor in ensuring excellence in language instruction. Professional development activities allow teachers much needed time and space to reflect on their teaching and to learn new skills

and knowledge. In this keynote, I will discuss conditions essential for quality professional learning and suggest areas of learning that teachers preparing English learners for the 21st century would need to focus on.

Christine Goh is professor of linguistics and language education and holds a concurrent appointment as dean of graduate studies and professional learning at the National Institute of

Keynote Speakers (continued)

Education, Nanyang Technological University, Singapore. She is interested in the role of metacognition in language learning, as well as speaking and listening development and its relationship with language, literacy, and thinking development. She has published extensively in these areas.

CLOSING KEYNOTE

The Presence of the Teacher: Achieving Excellence in Writing Instruction



Paul Kei Matsuda

This keynote will explore the not-so-obvious role of the teacher in achieving excellence in language instruction, focusing on writing instruction as an example. Drawing on both research and experience, I explain the importance of

teacher presence and how it can contribute to language and writing development.

Paul Kei Matsuda is professor of English and director of second language writing at Arizona State University in Tuscon, and concurrent professor at Nanjing University, Nanjing, China. The Founding Chair of the Symposium on Second Language Writing, he currently serves as the first Vice-President and President-elect of the American Association of Applied Linguistics.

Session Topics & Titles

Session titles below provide a small sampling of the 180 concurrent sessions offered at this event. For a complete list of session titles and abstracts, visit www.tesol.org/singapore.

Assessment of Language Skills and Competencies

- Academic Major and Gender in Peer-Assessments of Oral Presentations
- Assessment Not Grading: The Why and How of Alternative Assessments
- Using Journals to Encourage and Assess Participation
- The Effect of Topic Familiarity on L2 Writing Performance
- How to Design English Language Tests to Evaluate Student Performance

English for Specific Purposes

- Facilitating Workplace Communicative Competencies: An Inquiry-Based Proposal Communication Project
- The Secret Life of Medical Dialogues
- Implementing After-Hour English Lessons for At-Risk Students
- Hedging and Boosting in Research Articles: Disciplinary and Paradigmatic Influences
- Academic Listening: What EFL Learners Learned From an EAP Course

English Language Program Evaluation

- Contextual Approaches to Quality Assurance and Evaluating Program Success

English Language Teaching Methodology

- Increasing Engagement, Autonomy and Output Through Constructivist Lesson Planning
- Learning Culture – Teaching Culture
- Teaching and Assessing the Language and Behaviors of “Emergent Leadership”
- Teaching L2 email requests: The role of corrective feedback
- Practicality and Applicability of Conceptual Metaphors in Teaching Phrasal Verbs

English Learning for Young Learners

- Teaching English Reading to Primary Learners: What Teachers Think
- Negotiating Language Development and Interaction
- Differentiated Instruction for Young Learners in Asia
- Teaching Listening to Young Learners
- The Effectiveness of Collaborative Writing for Young ESL Learners

Enhancing Teacher Knowledge and Skills

- Language and Content Teacher Development Through Lesson Study
- Reconceptualising 21st Century English Language Learning Practices and Pedagogies
- SLA, Errors and Corrective Feedback: What Learners Think
- English Speaking Activity Instruction for Autistic Children in Inclusion School
- Native English Language Instructors’ Cultural Responsiveness in an EFL Setting

Innovation in Language Teaching and Learning

- American Sign Language as a Bridge to English
- Innovative Strategies to Support Academic Listening and Note-Taking
- Motivating Reluctant Readers for Extensive Reading
- Image, Text and Story: Using Graphic Novels in the Classroom
- Using Technology to Enhance Second Language Acquisition and Learning

Language Curriculum Development

- Redefining Rigor: ESL Beyond Academics for Refugee and SIFE Students
- Analysis of Gender Representation in English Textbooks
- Teacher Autonomy and Coordination in Japanese and US ESOL Programs
- Enhancing TESOL Programs with the Education for Sustainable Development Initiative
- English for Teaching Maths and Science: Fabulous or Flawed?

Multicultural Education

- Using Multicultural Literature to Increase EFL Students’ Cultural Awareness
- Languages Other Than English and Cultural Skills in Vocational Courses
- Social Language Strategies Use in an ESL Context: Sociocultural Perspectives
- Gender Roles and Representations of e-Textbooks for Junior High School
- Creating More Effective Connections with My Multi-cultural Students

Session Topics & Titles (continued)

Teacher Education

- Designing Intensive Teacher Training Workshops
- Keeping the Promises We Make: Reconsidering Standards in Teacher Education
- Linguistic Energy Theory Applied to English Pronunciation
- Developing Lexical Competence in Pre-Service EFL Teachers
- Teacher Identity: Discoveries in an English-Medium Classroom in India

Technology and Blended Learning

- Students' Attitudes Toward Using Digital Storytelling in a Language Classroom
- Tools and Strategies to Promote Teacher-Learner Interaction in Virtual Classrooms

- Flipped College EFL Classroom--An Empirical Study
- Turn Your Phones on, Please. Using Mobiles for Vocabulary Learning
- Blending Task-Based Instruction in English for Academic Purposes

World Englishes

- English Positions and Fragmented Identities in a Professional Domain Thailand
- Outer-Circle ASEAN Nations as Study-Abroad Destinations for Expanding-Circle Students
- The Role of Teaching Culture in EFL Classrooms
- Language Learner Literature and Identity
- Discovering Membership in a World Community of NNESTS

Preconference Institutes

TESOL will host six preconference institutes on Thursday, 3 December for participants who wish to dive deeper into content that affects their day-to-day practice. These workshops are ticketed events available for an additional fee.

PCI 1 Exploring Your Classroom: Reflecting Through Second Language Teacher Action Research

WORKSHOP LEADER: Anne Burns

TARGET AUDIENCE: Teachers, teacher educators, beginning researchers

PCI 2 Understanding the Role of Metacognition in Language Instruction and Learning

WORKSHOP LEADER: Christine C. M. Goh

TARGET AUDIENCE: Teachers of adult and young learners who would like to plan age-appropriate metacognitive activities for scaffolding self-directed learning in a theoretically principled and practical manner

PCI 3 A Writing Workshop for Teachers

WORKSHOP LEADER: Paul Kei Matsuda

TARGET AUDIENCE: High school and college English teachers who wish to implement effective writing projects

PCI 4 Language Testing: Issues and Concerns for Classroom Practices

WORKSHOP LEADER: Fuad Abdul Hamied

TARGET AUDIENCE: Graduate students in TESOL/TEFL and school teachers

PCI 5 Building Our Own Learning Culture: ASEAN Teachers as Reflective Learners

WORKSHOP LEADER: Stephen J. Hall

TARGET AUDIENCE: Secondary /upper primary teachers, pre-university intensive English teachers, and teacher educators

PCI 6 Self-Directed Professional Development in the Digital Era

WORKSHOP LEADER: Suchada Nimmannit

TARGET AUDIENCE: All educators interested in using information technology for professional development

[Read full abstracts and bios](#)

Registration

Registration Fees

Regular Registration:	US\$350
Global Registration*:	US\$265
Preconference Workshop Registration:	US\$75

*Global rate is available to permanent residents of [countries with a gross national income \(GNI\) per capita of less than US\\$15,000](#), as determined by the United Nations.

Online registration closes **13 November**.

Register Online Now

For more information on this event, visit
www.tesol.org/singapore

See you in Singapore!