

Parallel Sessions

Language & Society Research Group

Workshop: Standard English and Singlish together in English Language classrooms - Can, lah! And here's how!

Singlish and Standard English each have distinctive features appropriate for different situations. This workshop highlights key patterns in Singapore English and explores how teachers can leverage them in a bilingual classroom with contrastive analysis and activities probing purpose, audience, & context to support students in becoming confident, effective communicators.

Facilitators



Mark Fifer Seilhamer is an NIE ELL Senior Lecturer with a research focus on issues related to language ideologies and language & identity.



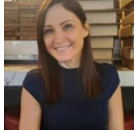
Chang Qizhong is a faculty member at the ELL department in NIE, working on grammar, syntax and linguistic variation.

Literacies Research Group

Panel Discussion: What Counts as Literacy Today? Teaching, Writing, and Assessment in Changing Times

Teachers are being asked to prepare students for literacy demands that are rapidly expanding and shifting. This panel brings together diverse perspectives to respond to a shared provocation, exploring writing, grammar, assessment, multimodality, metacognition, and generative AI in relation to contemporary literacy education.

Moderator:

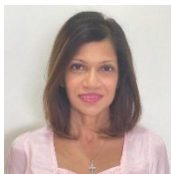


Csilla Weninger researches and teaches in the areas of digital media literacy, multimodality and critical discourse analysis at NIE in the ELL department.

Panelists:



Tay May Yin (Ph.D.), Principal Master Teacher at the English Language Institute of Singapore, was Senior Lecturer/ English Language at the National Institute of Education and Fulbright Research Scholar at Teachers College, Columbia University.



Christine Xavier, Senior Lecturer at NIE, NTU, specializes in pedagogical grammar and sociolinguistics, with research centered on grammar for literacy development.



Matthew Ong is an accomplished English Language educator based in Singapore with over 20 years of experience in the classroom and a recipient of the Inspiring Teacher of English Award 2008 and the President's Award for Teachers 2018.



Gordon Blaine West researches literacy and language assessment for young multilingual learners, focusing on multimodality and how students make meaning in classrooms at NIE in the ELL department.

Language and Learning Research Group

Panel Presentations: Humanizing feedback practices in writing

Writing is often perceived as anxiety-laden, and an excessive focus on errors can worsen the situation by turning feedback into a dehumanizing enterprise. Concerns about dehumanization are intensified when Generative AI marginalizes human roles in feedback processes. This panel explores ways to humanize feedback by conceptualizing it as a metacognitive, dialogic and agentic practice in the writing classroom.

1. When feedback dehumanizes

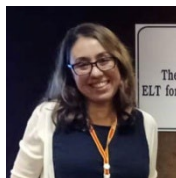
Speaker:



Icy Lee is Professor of Education (TESOL & Language Education) at NIE and has published extensively in the area of feedback in L2 writing.

2. Enhancing students' metacognitive awareness through feedback

Speaker:



Kiren Kaur is a Senior Lecturer at NIE and her areas of interest are literacy, metacognition and teacher development largely revolving around the primary school context.

3. Human-GenAI collaboration in writing feedback

Speaker:



Caroline Ho is Lead Specialist/English Language at MOE ELIS currently researching into enhancing EL primary and secondary students' argumentation through AI-mediated scaffolding.

4. Promoting learner agency in AI-mediated feedback

Speaker:



Ni Youhua is a PhD student at the National Institute of Education, Nanyang Technological University, whose research focuses on generative AI-mediated feedback in second language (L2) writing.

Literature & Culture Research Group

Panel Presentations: Teaching Literature in Secondary Schools: Reception, Production, Understanding

1. How holistically do secondary school students respond to literary texts? Findings and implications from a Longitudinal Study

This presentation discusses findings from a longitudinal study conducted with students from 28 secondary schools over 4 years to explore how holistically students approached literary texts over time, based on their responses to a Literary Response Questionnaire. The questionnaire, adapted from Miall and Kuiken (1995), reflects students' use of the three lenses of Experiencing Story, Appreciating Style and Interpreting Theme from the Literary Response Framework in the Secondary Literature syllabus.

Speakers:



Meenakshi Palaniappan and Lee Pei Yong are curriculum specialists at the English Language and Literature Branch in MOE. They work with a team to develop, support the implementation of, and evaluate the Literature Syllabus for secondary schools in partnership with the Literature fraternity.

2. The Art of the Monologue

Not only is the monologue an integral part of most plays, but it is also a character-driven dramatic form of storytelling and performance tradition worth studying in its own right. A monologue has a close connection to the origins of western theatre in the choral odes of ancient Athens; and, in the world of contemporary theatre, there are many notable works comprised entirely of monologues or structured as a single monologue, which we often refer to collectively as monodrama. Conversely, here in Singapore, there are two canonical examples of monodrama, Kuo Pao Kun's political commentary, *The Coffin Is Too Big for the Hole*, and Stella Kon's iconic *Emily of Emerald Hill*. Unlike dialogue, which typically portrays two or more characters in binary opposition to each other on stage, a monologue is about a single character reaching out beyond the established boundary of the stage (and the limitations of the dramatic fiction) largely through the power of their words to communicate directly with the wider world on the other side of it. Through monologue, a character involves the audience in what we may regard as an act of poetic communion or symbolic dialogue in which all an audience can do is listen and attend to their words. A monologue places a character in a position of power. While in monologue, a character is given free rein to speak their mind and make a deep psychic connection with others regardless of how truthful, confessional, emotional, ethical, or morally upright they are prepared to be. It makes an audience complicit in a character's thoughts and actions. In this workshop, the participants will learn about the nature of monologues and how best to analyse and appreciate them using a broad range of examples taken from classical and modern sources.

Speaker:



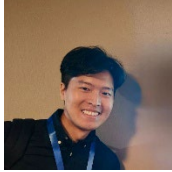
Ken Mizusawa is a Lecturer in the Department of English Language and Literature at the National Institute of Education (NIE), an institute of Nanyang Technological University, Singapore. He is a teacher educator, educational researcher, textbook author and a playwright represented by Playmarket, New Zealand.

3. From Quest to Question: Open Inquiry as an Approach to Reading Poetry

For Literature educators balancing engagement against time, reading poetry may inadvertently funnel into a pragmatic quest for meaning. This practice-centred sharing suggests that open inquiry – driven by curious, co-constructive questioning – can offer

differentiated access into a poem. How can we encourage initial readings in a safe and affirming space?

Speaker:



Joel Kenneth Gwee is interested in inquiry-based and critical approaches to poetry, especially the English epic across the long eighteenth century; he has taught Literature in Integrated Programme, G3, and G2 contexts.

4. Recovering Truth-seeking Ethical Pedagogies for the Literature Classroom in a Post-truth Age

This presentation outlines strategies for truth-seeking ethical pedagogies responding to conditions of a post-truth age. It examines what post-truth is and how it reshapes contemporary truth-seeking, argues for truth-seeking as a curricular and ethical aim, and offers literature classroom practices promoting interpretive justice, inquiry into diverse narratives, and empathetic responsibility.

Speaker:



Farah F. Vierra is a Ph.D. candidate in the English Language and Literature Department at the National Institute of Education, Nanyang Technological University. Her research examines truth literacies and students' stances toward truths in post-truth educational contexts.

5. The Death of the Reader and Literary Education in the Age of AI and Post-Truth

The social marginalization of literary studies, the proliferation of new technologies, and the weaponization of "fake news" by "post-truth" discourse, has led to a pedagogical crisis in critical theory: the impending "death of the reader". Instead of New Criticism or Reader Response, the future of literary studies is situated in context.

Speaker:



In a teaching career spanning three decades, Dr Dennis Yeo has taught at elementary to tertiary levels. He lectures at the National Institute of Education, Singapore. His research interests include Gothic literature, film, popular culture and literature pedagogy.