



NUS
National University
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Centre for
Language Studies

Southeast Asian Language Teaching and Learning Symposium

9-10 December 2019



**Faculty of Arts and Social Sciences,
Block AS 7, Seminar Room B, 5 Arts Link,
The Shaw Foundation Building, Singapore 117570**

**Organised by
Centre for Language Studies
Faculty of Arts & Social Sciences
National University of Singapore**

Table of content

SEALTLs Chair’s Foreword	3
SEALTLs Organising Committee	4
Abstracts	5-17
Roundtable Session	18
List of Participants	19-21
Programme	22-23



SEALTLs Chair's Foreword

I am honored to write this foreword, inaugurating the first Southeast Asian Language Teaching and Learning Symposium, SEALTLs 2019. We are here together as a community of educators and researchers to share experiences, perspectives and practices in foreign language education, with a particular focus on the teaching and learning of the Southeast Asian languages. We believe that the symposium will serve as a platform for scholars to explore and exchange the expertise and current practices, pedagogical research and common challenges in relation to linguistic forms of the target languages.

The theme of the symposium is Innovative Language Teaching, with the sub-themes: Teaching Materials Development; Mobile and Technology-Enhanced Language Learning; Culture in Language Education; Instructional Approaches and Methods; and Linguistics-Related Issues in Pedagogy. It is hoped that through scholarly and critical exchanges on this wide range of topics, participants will reflect on their practices, thriving to identify areas for improvement towards a high quality and innovative pedagogy of the Southeast Asian languages in order to meet the demands and needs of learners of the ever-changing world.

On behalf of the organizing committee, I would like to thank our distinguished keynote speaker, Dr Erlin Barnard. I also would like to thank the contributors to this symposium, including paper presenters, roundtable discussants, workshop participants, and all other participants attending and enriching this symposium.

We are grateful to the Centre for Language Studies (CLS) of the Faculty of Arts and Social Sciences (FASS), at the National University of Singapore for the generous support. I also would like to extend my gratitude to our Director, Associate Professor Titima Suthiwan, for her constant encouragement and guidance in the journey of preparing for this symposium. Last but not least, thank you very much indeed the SEALTLs organizing committee, who have been diligently and graciously contributed time and effort to ensure the success of SEALTLs 2019.

Sasiwimol Klayklung
Chair of Organising Committee



SEALTLs Organising Committee

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Ms Johanna W. Istanto

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Mr Jyh Wee Sew

Ms Sasiwimol Klaylueng

Mr Thach Ngoc Minh



Abstracts of presentations in SEALTLs

Aishah Mohamad Kassim	
Email:	clsamk@nus.edu.sg
Title:	Technology and Malay Language Teaching in NUS: A case for face-to-face interaction with the expert instructor
Abstract:	The ubiquity of the internet and mobile devices have afforded access to the Malay language materials for the language learners in Singapore. However, it has brought about new challenges in teaching Malay as a foreign language where students approach the subject as a language that they can ‘just’ learn. We are aware of the development of technology and its immense impact on teaching and learning of a foreign language. Inevitably, online platforms like ‘google translate’ and <i>YouTube</i> requires the teacher to incorporate its use in the classroom. The explosion of educational technology platforms and apps have made it easier for learners to access authentic learning materials on their own. This does not reduce the need for face-to-face contact hours with a teacher. The courses at NUS offer built-in teacher-student interaction with speakers of the target language where the acquisition of grammatical and linguistic inputs are attained. The discussion will highlight the unique importance of face-to-face contact hours and its benefit for learners of Malay language in the Singapore context. The result of classroom interaction the expert instructor is able to detect language interference or transfers, intra-lingual, and developmental errors to name a few.
Biodata:	Dr Aishah Mohamad Kassim is currently lecturer at the Center for Language Studies (CLS), Faculty of Arts and Social Sciences (FASS), National University of Singapore (NUS). She is also convenor for the Malay programme in the CLS. She has taught Malay as a mother-tongue language in schools and Malay as a foreign language in NUS. Dr. Aishah is an active member of curriculum review committees of the Ministry of Education (MOE) and has a keen interest in pedagogical research, sociolinguistics and research in Malay language and literature.

Amrin Saragih	
Email:	amrin_saragih@yahoo.com
Title:	Critical Literacy Integrated with Language Learning as a Means of Enhancing National Unity
Abstract:	Southeast Asia is an area with ethnic and cultural diversities. The diversities potentially cause disintegration or unity. As a nation with multicultural and multilingual phenomena in southeast Asian region, Indonesia is now being threatened by internal disintegration. The disintegration in Indonesia is motivated by intercultural misunderstanding. Further, severe intercultural misunderstanding has resulted in separatism, intolerance and radicalism of group ideology, which is realized in anti-social behaviours such as fights, murder, brawls, bullying, riots, thefts, kidnapping and sexual crimes. For years Indonesia



	with its 267 million populations has been peacefully living together with Pancasila ideology in which unity in cultural diversities is highly appreciated and respected. The root of the problem lies in the practice of education and obviously the best solution is also through efforts in education. One of the solutions to the problem is by combining critical literacy principles with those of language learning. Theory of systemic functional linguistic (SFL) is in line with and contributes to the principles of critical literacy. This paper combines principles of critical literacy and those of SFL in developing language learning materials. It is expected that by the integration of critical literacy principles with those of SFL in the practice of language learning activities, Indonesians can build sincere mutual understanding, avoid disruptions to the national ideology and eventually regain national unity in harmonious ways.
Biodata:	Prof Dr Amrin Saragih is the Head of the Doctorate Study Program of English Applied Linguistics, Universitas Negeri Medan, Indonesia. He was born in Simalungun, Indonesia on 14 January 1955. He obtained an MA in applied Linguistics from the University of Sydney, Australia in 1988 and a PhD in Linguistics from La Trobe University, Australia 1996. His interests are discourse analysis and systemic functional linguistics. Some of the books he has written are <i>Bahasa dalam Konteks Sosial</i> (2006), <i>Tema dan Rema: Fungsi Tekstual dalam Wacana</i> (2008), <i>Semiotik Bahasa: Tanda, Penanda dan Petanda dalam Bahasa</i> (2011), <i>Introducing Systemic Functional Grammar</i> (2012), <i>Discourse Analysis: A study on Discourse Based on Systemic Functional Linguistic Theory</i> (2014), <i>Proyeksi</i> (2015), <i>Paragraph and Essay Writing</i> (2015), <i>Introducing Systemic Functional Grammar of English</i> (2017), and <i>Variations and Functional Varieties of Language</i> (2017).

Erlin Barnard	
Email:	esbarnard@wisc.edu
Title:	Innovative Principles into Teaching Practices
Abstract:	Innovation has now become the buzzword in many areas in the education world and has certainly been prevalent in our field of language education. Many of us have jumped on the bandwagon of innovative language teaching, frequently associated with the idea of incorporating technology in our instruction, such as gamification, blended, hybrid, flipped learning, online course, etc. just to name a few. It behooves us to examine what would be the goals and foundation for the innovative teaching and to ask the question whether innovation would ensure good teaching. In this presentation, I will share about the landscape of the Southeast Asian Language instructions in the United States and a few innovations implemented in some of the programs there. I will then, propose some foundational principles that each innovation needs to consider for sound pedagogy. In the workshop that follows, I will offer some insights on the application of those principles into teaching practices, introducing the concept of micro vs. macro approaches to language instruction (the micro approach for instruction at the novice to intermediate levels and the macro approach for the intermediate level on up). We will discuss the characteristics of each approach and I will share a few examples demonstrating the connection of the approaches to the foundational principles discussed earlier.



Biodata:	Dr. Barnard has over 25 years experience in language instruction, program administration and teacher training. She has conducted workshops on foreign language pedagogy and materials development for institutions in various countries. She has also participated in a number of program and curriculum reviews, and materials development projects for languages of Central Asia, South Asia and Southeast Asia. As the Pedagogy Coordinator for Less Commonly Taught Languages at UW-Madison, she supervises instructors of the less commonly taught languages. Her work in professionalizing instruction in less commonly taught languages, closely linked to the priorities set by the US Department of Education, has helped raise the national profile of UW-Madison. In 2012, she was honored with The Chancellor's Award for Excellence in Service. She is also the recipient of Satya Abdi Budaya Award, the highest award for life-long dedication and contribution to the teaching of Indonesian language and culture to foreign speakers, presented by APPBIPA- Affiliation for the Teaching of Indonesian Language to Foreign Learners in 2017.
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Hiroki Nomoto	
Email:	nomoto@tufs.ac.jp
Title:	Using MALINDO Conc for Malay/Indonesian language classes
Abstract:	<p>MALINDO Conc (https://malindo.aa-ken.jp/conc/) is an open online concordancer for Malay/Indonesian (Nomoto, Akasegawa and Shiohara 2018b). As of November 2019, one can search the following three corpora on MALINDO Conc: the reclassified Malay and Indonesian subcorpora of the Leipzig Corpora Collection (Goldhahn, Eckart and Quasthoff 20112; Nomoto, Akasegawa and Shiohara 2018a), the Indonesian Frog Story Corpus (Moeljadi 2014) and the Corpus of Malay Varieties (Nomoto 2018; Kartini and Nomoto 2018). Like other concordancers, it allows one to find a specific word or collocation from corpora. In addition, MALINDO Conc also has a morphological search function, whereby one can search the corpora using morphological information such as prefixes and suffixes rather than concrete word forms. Possible queries thus include "all words with the circumfix ber-...-an", "all derivatives of the root tulis (write)", etc. MALINDO Conc was primarily developed for linguistic research of Malay/Indonesian. However, it can also be used for language education. In this talk, I will demonstrate how to use MALINDO Conc and report how I used it for autonomous vocabulary learning in my Malay Expression 7 module at Tokyo University of Foreign Studies (TUFS).</p> <p>References</p> <p>Goldhahn, D., Eckart, T., & Quasthoff, U. (2012). Building large monolingual dictionaries at the Leipzig Corpora Collection: From 100 to 200 languages. <i>Proceedings of the Eighth International Conference on Language Resources and Evaluation (LREC'12)</i>.</p> <p>Kartini Abd. Wahab & Nomoto, Hiroki. (2018). <i>Korpus Variasi Bahasa Melayu: Sabah</i>.</p> <p>Moeljadi, D. (2014). Usage of Indonesian possessive verbal predicates: A statistical</p>



	<p>analysis based on storytelling survey. Tokyo University Linguistic Papers 35: 155-176.</p> <p>Nomoto, H., Akasegawa, S., & Shiohara, A. (2018a). Reclassification of the Leipzig Corpora Collection for Malay and Indonesian. <i>NUSA: Linguistic Studies of Languages in and around Indonesia</i> 65: 47-66.</p> <p>Nomoto, Hiroki, Akasegawa, S., & Shiohara, A. (2018b). Building an open online concordancer for Malay/Indonesian. The 22nd International Symposium on Malay/Indonesian Linguistics (ISMIL). 11-12 May. University of California, Los Angeles, USA.</p> <p>Nomoto, H. (2018). <i>Korpus Variasi Bahasa Melayu: Standard Lisan</i>.</p>
Biodata:	<p>Dr Hiroki Nomoto is an associate professor of Malay language and linguistics at Tokyo University of Foreign Studies. Besides teaching and research of Malay, he is also active in developing language resources, including MALINDO Morph and MALINDO Conc, a morphological dictionary and corpus search tool for Malay/Indonesian, respectively.</p>

Indrianti	
Email:	elsit@nus.edu.sg
Title:	Learning Indonesian Language and Culture through Process Drama
Abstract:	<p>Language and culture are two elements that are closely related. Language and culture are fused: one reflects the other and, therefore, learning a language entails learning its culture (Kramsch, 1993; Moran, 2001). Byram and Morgan (1994) mentioned that cultural learning has to take place as an integral part of language learning. This study explores the implementation of a project-based learning approach to develop learners' language skills and introduce Indonesian culture to a beginner level of an Indonesian language course. Students were assigned a project work to research different islands in Indonesia. Every group presented interesting cultural facts from different islands by creating a short play in the target language. The theory of process drama was integrated into the development of the short skit. Different forms of technology were utilized to ease the process of developing the play. The data was collected from the respondents through questionnaires. Field-notes were also created during the three stages of producing the play to support the analysis of the study. The results show that the project work provides opportunities for students to interact using the target language in a meaningful context and a non-threatening learning environment. It also benefits students to understand different cultural practices from different areas in Indonesia.</p>
Biodata:	<p>Indrianti is the Convenor of the Bahasa Indonesia Programme at the Centre for Language Studies, Faculty of Arts and Social Sciences, National University of Singapore. She received her Master of Education from Boston University, USA. Her research interests</p>



	include second language acquisition, curriculum development, technology-enhanced language learning, language assessment, intercultural studies, and drama education.
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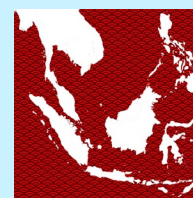
Jérôme Samuel	
Email:	jerome.samuel@inalco.fr
Title:	The question of linguistic variation in developing teaching materials for Indonesian Malay
Abstract:	Linguistic variation (stylistic, diatopic, diastratic, etc.) is inherent in all languages and begs attention in didactics. It is particularly complex with respect to highly dialectalised, diglossic and/or transnational languages with multiple competing standards, as is the case of Indonesian Malay. This presentation will address the specificities of the Indonesian linguistic situation and their reverberations on the teaching of the language. It will look at how teachers and language textbooks engage with – or not – the issue of standard versus substandard variation. It will next examine this issue within the context of the classroom as a site of confrontation and negotiation between divergent voices and differently legitimised authorities. Finally, this presentation will consider the “transnational” variation in teaching Malay: the concurrent teaching of the two standard Malay variants that are Indonesian and Malaysian.
Biodata:	Jérôme Samuel is a full professor specialised in Indonesian and Malay languages and cultures at INALCO, Paris. He has published extensively on Indonesian language policy and authored an Indonesian language textbook. Since 2005, he has expanded his research to include Javanese popular arts such as reverse glass painting. He was deputy vice-chancellor of INALCO (2017–2019) and is currently based in Singapore to research on mutual intelligibility between Indonesian and Malay.

Jyh Wee Sew	
Email:	clssjw@nus.edu.sg
Title:	Reflective remediation for teaching Malay noun classifiers at tertiary level
Abstract:	Teaching Malay to tertiary learners of National University of Singapore begets computed student-feedback at the end of the semester. The learner’s comments arising from the noun classifier lecture are useful pointers for pedagogical reflections. We acknowledge that there are three main learning concerns pertaining to relevancy, difficulty and confusion from learning Malay noun classifiers. This discussion offers some pedagogical remediation of these concerns. Firstly, we recommend translanguaging as a model for understanding noun classifiers. The model highlights the syntactic relevance of noun classifiers in noun phrases. Secondly, we offer a type-token framework to diffuse the difficulty in comprehending noun classifiers as syntactico-semantic specifiers. Thirdly, we approach the semantico-pragmatic confusion arising from <i>helai</i> and <i>keping</i> , and from



	the opaque uniqueness of cultural-specific classifiers such as <i>kaki</i> (leg) for <i>payung</i> (umbrella) with token comparison. For future research, we alert that inverted noun classification offers a unique area of research in pragmatics. The limited research in the difference between <i>nasi dua mangkuk</i> (rice two bowls) vs. <i>dua mangkuk nasi</i> (two bowls of rice) offers an uncharted territory awaiting pedagogical discovery.
Biodata:	Jyh Wee Sew teaches Malay at National University of Singapore and serves as an editorial member of <i>Electronic Journal of Foreign Language Teaching</i> , as well as an International Advisory Board member of <i>Malaysian Journal of Communication</i> . His publications include <i>From Face to Screen</i> (UNIMAS Press, Sarawak, 2017), ‘Assessing Malay proficiency at tertiary level’ in <i>Kajian Malaysia</i> (2015), and ‘Cultural literacy in Chinese and Malay’ in <i>WORD</i> (2015). Under the auspicious AUA Asian Scholar Award from Tsinghua University of China, Jyh took up a visiting lecturer position at the Faculty of Languages and Linguistics, University of Malaya in 2019.

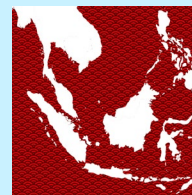
Mardian Shah Omar	
Email:	mardianso@um.edu.my
Title:	Implementation of a Culture in Malay Language Teaching: A Case Study of International Middle Eastern Students
Abstract:	Knowledge of language and culture of ASEAN communities are not easily understood by foreign speakers if it is taught only through theoretical teaching in the classroom or visually guided textbook. Thus, this study attempts to apply an interactive approach in teaching Malay language and culture to foreign students. This study examines how well this interactive approach of culture helps international Middle Eastern students to improve their language abilities and understand the Malay world itself. This study was conducted on the Middle Eastern students who attend the Malay language classes at one of the private universities in Malaysia. Data for this study was obtained through short survey, interviews, observation and research related documents. This study also investigates the improvement in language abilities amongst the foreign students, especially in terms of writing as opposed to the interactive teaching sessions without the application of these cultures. Results from this study indicates that this culture interactive approach was found to be very effective and suitable to be applied to students of sciences such as engineering and IT.
Biodata:	A Senior Lecturer in the Department of Linguistics, Academy of Malay Studies, University of Malaya. Having BA (Hons) in Malay Studies from the University of Science Malaysia (USM). Obtained an MA in Linguistics from the University of Leeds, United Kingdom and a PhD. from the National University of Malaysia (UKM). Has produced more than ten publications related to teaching Malay as a foreign language including chapters in books and journals. He was a Honorary Fellow of SEASSI program at the University of Wisconsin, USA in 2006. He served as a lecturer at USM and Program Coordinator of Teaching Malay for Foreigners at ATMA, UKM and has been appointed



	as a visiting lecturer at the University of York, England. Previously taught Malay Language for Foreigners at UIAM and Asia e University in Malaysia.
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Nguyen Thien Nam	
Email:	nantiengviet@gmail.com
Title:	Vietnamese Language Programs and Teacher Training in Teaching Vietnamese to Speakers of Other Languages (TVSOL) at VNU University of Social Sciences and Humanities, Hanoi
Abstract:	My paper will deal with the Vietnamese Language Programs at VSL and Teacher training in Teaching Vietnamese Language to Speakers of Other Languages (TVSOL), reality and perspective. These programs are designed to provide learners with the necessary knowledge about what a language teacher should have. Learners who acquired this essential knowledge of language teaching methods can apply to teach Vietnamese as a foreign language. I will mention in this paper next key points: (1) what basic knowledge is required of Vietnamese language teachers for foreigners? (7 criteria); (2) what is framework of the certificate-granting program “Methodology of Teaching Vietnamese to Speakers of Other Languages” (8 special subjects with 10 credits) (3) results of the program “Methodology of Teaching Vietnamese to Speakers of Other Languages”. This program has truly met social expectations. So far, we have trained 20 courses for about 750 Vietnamese language trainees in TVSOL including inside and outside of Vietnam (more than 20 countries and territories).
Biodata:	Assoc Prof Nguyen Thien Nam has taught Vietnamese Language and Culture for foreigners since 1980 at Vietnam National University, Hanoi (VNU), University of Phnompenh, Cambodia (1982-1985, and 1987-1990), Tokyo University of Foreign Studies (2001-2003) and Rikkyo University, Japan (Jun-July, 2006-2014). He obtained a PhD in Linguistics and Literature in 2001 from Vietnam National University, Hanoi. Also, Assoc. Prof. Nguyen Thien Nam used to be the Director of International Cooperation Office of USSH, VNU from 2006-2009 and now he is Dean of Faculty of Vietnamese Studies & Language of USSH, VNU.

Nguyen Van Hue	
Email:	nguyenvan.hue@gmail.com
Co-author	Tran Thi Minh Gioi
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Title:	Vietnamese Language Competency Framework for Foreigners: A basis for developing curriculum, compilation and selection of learning materials in teaching Vietnamese
Abstract:	Teaching Vietnamese to foreigners at Vietnamese universities has a long history with more than 60 year. However, the standardization of Vietnamese language teaching has only recently been set up, with the Vietnamese competency framework for foreigners



	issued by the Ministry of Education and Training of Vietnam on 1 September, 2015. This article discusses the application of the Vietnamese competency framework for foreigners to assess Vietnamese proficiency, develop curriculum, teaching plans, and compile materials for teaching Vietnamese.
Biodata:	Nguyen Van Hue received his PhD in Linguistics from the University of Social Sciences and Humanities (Vietnam National University, Ho Chi Minh City), and is currently Director of the Center for Vietnamese Studies and Language, and Head of Department of Vietnamese Studies of Ton Duc Thang University. He is the main author of a series of textbooks entitled " <i>Vietnamese Language for Foreigners</i> " which are used widely in Vietnam and in many other countries, including Korea, Japan, and Australia. Previously he was the Dean of the Faculty of Vietnamese Studies at the University of Social Sciences and Humanities (Vietnam National University, Ho Chi Minh City) where he taught Linguistics to undergraduate and graduate students. He spent 8 years teaching Vietnamese at the Tokyo University of Foreign Studies and at Ritsumeikan Asia Pacific University, Japan.
Biodata of co-author	Tran Thi Minh Gioi completed a PhD in Vietnamese Literature from the University of Social Sciences and Humanities (Vietnam National University, Hanoi). She is currently lecturer of the Center for Vietnamese Studies and Language of Ton Duc Thang University. She is the co-author of a series of textbooks entitled " <i>Vietnamese Language for Foreigners</i> " which are used widely in Vietnam and in many other countries, including Korea, Japan, and Australia. She is also the co-author of "Vietnamese-Japanese Common Dictionary", published by Hakusuisha Inc., Japan. Previously she was the Vice Dean of the Faculty of Vietnamese Studies, University of Social Sciences and Humanities (Vietnam National University, Ho Chi Minh City). She has spent 7 years teaching Vietnamese at the Ritsumeikan Asia-Pacific University, Japan.

Sasiwimol Klayklung	
Email:	clssk@nus.edu.sg
Co-author	Rungnapa Kitiarsa
Email:	clskr@nus.edu.sg
Title:	Engaging the Learners in Project-based Learning: The Approach for 21 st Century Classrooms
Abstract:	Project-based learning has been widely advocated by language educators as an instructional approach to engage the learners in the application of knowledge and skills in the classroom and beyond. Being challenged by the needs and prominence of 21 st century skills, it is argued that educators and stakeholders should recalibrate the strategies to develop the learning outcomes deemed necessary for the learners to participate in and contribute to the rapidly-changed global century (AAC&U, 2007; Dresdner & Spiers, 2016). This study examines how project-based learning can integrate the strategies of 21 st century 3Rs: Risking, Relevance and Reflection (2016) among the learners of Thai as a foreign language at a tertiary education institution in Singapore. The paper will discuss



	<p>approaches that will empower teachers to maximize the benefits of incorporating project-based learning, including a framework, practical strategies and examples for creating learning opportunities that help teachers discover contextualized ways to inculcate the essential learning outcomes in the learners of the ever-changing world.</p> <p>References</p> <p>Association of American Colleges & Universities (AAC&U). (2007). Essential learning outcomes. In <i>College learning for the new global century</i>. Washington DC: Author. Retrieved from http://www.aacu.org/leap/documents/GlobalCentury_final.pdf</p> <p>Dresdner, L. & Spiers, R. (2016). Teaching in combined programs. In <i>Building synergy for high-impact educational initiatives: First-year seminars and learning communities</i>. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.</p>
Biodata:	<p>Sasiwimol Klayklueng is a Senior Lecturer and Convenor of the Thai language programme at the Centre for Language Studies, National University of Singapore, where she has been coordinating and teaching Thai as a foreign language to learners of different levels of proficiency for almost 20 years. She received her M.A. in English Studies and Applied Linguistics from the National University of Singapore and the University of Melbourne, respectively. She is currently pursuing her doctoral degree in foreign language education with the University of Western Australia. Her research interests include foreign language education, intercultural education, technology-enhanced language learning and teaching materials development.</p>
Biodata of co-author	<p>Rungnapa Kitiarsa is a lecturer of Thai language at Centre for Language Studies (CLS), Faculty of Arts and Social Sciences, National University of Singapore. She holds two professional master degrees, namely M.A. in Teaching English as a Second Language (TESOL), University of Washington, Seattle, U.S.A (1999) and M.Sc. in Social Development, Ateneo de Manila University, Quezon City, the Philippines (1992). She was a lecturer at School of English, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Northeastern Thailand (1999-2004). She specializes in teaching both English and Thai as foreign languages to college students from diverse national and ethnocultural backgrounds.</p>

Tan Paulina Candra Agista
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Encouraging Indonesian Foreign Learners (BIPA Learners) to Express Ideas through the New Media: Responding to the Challenges of Participatory Culture
The phenomenon of the use of new media (digital media) has been studied broadly in many different fields, however there has been little discussion about the use of new media (facebook and Instagram) for teaching and learning <i>BIPA</i> . Therefore this article intends to fill the gap. The central objective of this



article is to share some experiences in teaching *BIPA* using the digital media for *KNB* students (students from the developing countries) who get scholarship from Indonesian Government to study in Indonesian universities. This project aims to investigate some advantages the students get from expressing their ideas and writing comments in facebook. The students are encouraged to visit different places in Indonesia and post pictures and some comments about their experience. It is hoped by doing this project, the students will explore Indonesia and its culture and develop their communication skill. The participants of this project are four *KNB* students from batch 2019/2020.

Tan Paulina Candra Agista is a lecturer in Atma Jaya University, Yogyakarta, Indonesia. She teaches English and *BIPA* (Indonesian for Foreign Students). She is the member of Association for the Teaching and Promotion of Indonesian as a Foreign Language (APPBIPA) as a researcher since 2015. She is interested in culture and media studies. She has done some projects in this field. Right now, she is doing some research on popular *kebaya*.

Thach Ngoc Minh	
Email:	minh_thach@nus.edu.sg
Co-author	Duong Thi Van Anh
Email:	saochiva@yahoo.com
Title:	Developing Vietnamese Language Teaching Materials: The Experience from Universities and Ministries
Abstract:	The development of language teaching materials has been universally guided by theories of language acquisition and development, principles of teaching and learning, common knowledge of how the target language is actually used and the results of systematic observation and evaluation of materials in use. The present paper provides personal experience by Vietnamese language instructors from both universities and ministries levels in the reorganization and enrichment of existing course materials, based on continuous observation and evaluation of used materials, learners' formal and informal feedbacks and the outcomes of their continuous and semestral assessment. More specifically, there will be sharing of successful lessons on the personalization and localization of teaching materials, the use of internet as a source of current, relevant and appeal contents, and the use of activities catering for learners with different learning capacities.
Biodata:	Thach Ngoc Minh is currently a Vietnamese lecturer and Convenor for Vietnamese Programme at the Centre for language Studies at National University of Singapore (NUS). He earned his M.A. degree in 2003 from NUS. He has been teaching Vietnamese as foreign language since 1986. Before joining NUS, he taught Vietnamese as foreign language to foreigner at Department of Vietnamese Studies at the National University of Hochiminh City (Vietnam), and Royal University of Phnompenh (Cambodia). He is the co-author of the Vietnamese textbooks "Vietnamese as Second Language 1 & 2" which are widely used in Vietnam as well as oversea.
	Dr Duong Thi Van Anh, Angelina holds a Bachelor of Art in Language Teaching from



Biodata of co-author	National University of Vietnam, Hanoi; a Master in Education from De La Salle University, Manila, the Philippines; and a Doctor of Philosophy in Education from Nanyang Technological University, Singapore. She has 23 years of language teaching experience in both Vietnam and Singapore. She has been teaching Vietnamese language for various private and government institutions in Singapore since 2006. She is currently teaching Vietnamese at Ministry of Defence and appointed Vietnamese language examiner at SEAMEO Regional Language Centre (RELC). Her interest areas of research include development of teaching materials, institutional leadership and curriculum reform.
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Vo Thi Ngoc An	
Email:	camchauhuynh174@gmail.com
Title:	Conversion in Vietnamese language: Some remarks on teaching Vietnamese language
Abstract:	Conversion phenomenon is a widespread one in the language, which is one of the most productive forms of word formation. Vietnamese language has a large number of words formed by the method of conversion. Vietnamese words do not change their forms, resulting in the conversion phenomenon is very common - the words have the same in the phonetic form but difference in the syntax, and are related semantically to each other. This has caused certain obstacles for foreign learners in identifying Vietnamese words. Conversion is one of the most effective ways to create new words in Vietnamese language. Clarifying concepts of conversion, indicating different types and ways of conversion process, and distinguishing complete conversion from approximate and 'provisional' one is necessary, contributes to the process of teaching and studying Vietnamese as a foreign language. To carry out this study, we apply specific methods in linguistics such as lexical -semantic and syntax-semantic analysis to describe and explain thoroughly and systematically the types of conversion in Vietnamese language.
Biodata:	Vo Thi Ngoc An received her M.A in Vietnamese Studies, B.A in Oriental Studies from University of Social Sciences & Humanities, Vietnam National University, Ho Chi Minh City (USSH, VNU-HCMC), and B.A in English Education, from HCMC University of Education. She is currently lecturer of the Center for Vietnamese Studies and Language of Ton Duc Thang University. Her research interest is teaching methods of Vietnamese language as a second language. She is the author of many papers in Journal of Science and Technology Development (VNU-HCMC), <i>Journal of Language and Life</i> (Linguistic Society of Vietnam) and Proceedings of Conferences on Teaching, Researching Vietnamese Studies and Vietnamese Language (VNU-HCMC Press).

Wimonsiri Hemtanon	
Email:	wimonsiri.hem@mahidol.edu
Title:	MOOC development: Introduction to Thai Language and Culture on MuX

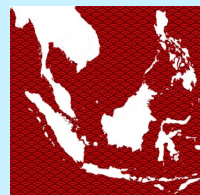


Abstract:	<p>Nowadays the term “Disruption” has been dramatically risen in educational arena. Many universities applied numerous courses to handle with this changes. This trimester is the first time that MUIC Thai Language Program employed online strategy in the Introduction to Thai Language and Culture course. The purpose of this course is to facilitate exchanged and visiting digital native students to experience in Thai language and culture in Thailand. This course was initiated as a pilot course to explore how far language and culture learning will be in the MuX online platform as Massive Open Online Course (MOOC). This study explores the process of the course based on its development. The process of lesson will be scrutinized from the syllabus designed as the beginning stage to the evaluation as the last stage. The results will be applied as a lesson learned for the future MOOC courses. The paper employs qualitative research for unpacking the issue in the question using in-depth interviews with the related collaborators, focus groups, and participatory observation.</p>
Biodata:	<p>Wimonsiri Hemtanon is a lecturer for the Intercultural Studies and Languages Program, Humanities and Language Division, Mahidol University International College. Her focus of research is on language, migrant workers, multiculturalism, ASEAN and new media. She has been working as the Thai Lecturer at the Department of Southeast Asian Studies, University of Passau, Germany for many years before moved back to Thailand. Her recent books as co-editor and co-author are: Out of the ordinary - Female migrant workers from Myanmar and their transnational lives in Thailand and Colourful Multicultures of ASEAN, European Union and Asia.</p>

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Title:	Using Thai classifiers of foreign students
Abstract:	<p>This article is about how foreign students who are studying Thai as a foreign language use Thai classifiers. The study was performed with five students learning Thai at the beginner level. The students studied Thai classifiers for two weeks from lessons prepared by the author. The author then had the students do evaluation testing in order to evaluate the before & after results. The results show that there were three ways in which the foreign students used Thai classifiers. Firstly, the students used the structural grammar of classifiers based on their mother-tongue. Secondly, the students were not be able to use correct classifiers because of the lack of classifiers in their mother-tongue. Thirdly, the students used the classifier “อัน” with the nouns that they were not sure of which correct classifiers were. The results show that after studying classifiers in Thai, the foreign students' understanding of them improved.</p>



Biodata:	Wiraphorn Hongwiangchan completed both bachelor's (with second class honors) and master's degree in Thai language from Thammasat University. She is a doctoral degree (PhD) student at the Department of Thai Language, Silpakorn University, Thailand. In 2012-2013, she was a part-time lecturer at the department of Thai Language, Faculty of Liberal Arts of both Mahidol and Thammasat University, Thailand. She is a full-time lecturer at the department of Thai and East Asian Languages and Culture in Faculty of Liberal Arts, Thammasat University. She has expertise in Thai language and Thai dialects, Thai as a foreign language, Ethnic studies and Lao language.
Biodata of co-author	Suwattana Liamprawat completed bachelor's (with first class honors) in Thai language from Faculty of Humanities, Chiangmai university and master's degree in Languages and Cultures of Asia from Research Institute for Languages and Cultures of Southeast Asia, Mahidol university. Since 2005, she is a full-time lecturer at the department of Thai Language, Faculty of Arts, Silpakorn University, Thailand. She has expertise in Thai language and Thai dialects, Linguistic and Tai language studies.



Roundtable Session

Topic	
Incorporating Translanguaging as a Model for Foreign Language Education: Realigning Language Learning with Global Reality	
Chair	
Assoc Prof Dr Titima Suthiwan Centre for Language Studies, Faculty of Arts & Social Sciences, National University of Singapore, Singapore	
Panelist	Affiliation
Dr Erlin Barnard	University of Wisconsin-Madison, Wisconsin, United States of America.
Ms Wimonsiri Hemtanon	Mahidol University International College, Bangkok, Thailand.
Prof Dr Amrin Saragih	Universitas Negeri Medan, Sumatera, Indonesia.
Dr Mardian Shah Omar	University of Malaya, Kuala Lumpur, Malaysia.
Assoc Prof Dr Nguyen Thien Nam	University of Social Sciences and Humanities, Hanoi, Vietnam.
Prof Dr Jerome Samuel	Institut National des Langues et Civilizations Orientales (INALCO), Paris, France.



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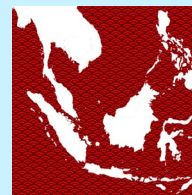
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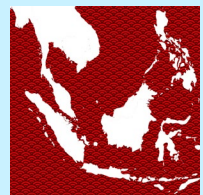


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Mon 9th Dec 2019	Programme: Master of Ceremony Ms Indrianti
9:00 - 9:10 am	Welcoming Address: Assoc Prof Dr Titima Suthiwan Director of Centre for Language Studies, FASS, NUS
9:10 - 9:20 am	Opening Address by Guest of Honour: Prof Tim Bunnell Director of Asian Research Institute, National University of Singapore, Singapore
9:20 - 10:10 am	Keynote Lecture: Dr Erlin Barnard, University of Wisconsin-Madison, USA Innovative Principles into Teaching Practices
10:10 - 10:40 am	Tea-Break
10:40 - 11:10 am	Presentation 1: Sasiwimol Klayklung & Rungnapa Kitiarsa Engaging the Learners in Project-based Learning: The Approach for 21 st Century Classrooms
11:10 - 11:40 am	Presentation 2: Dr Mardian Shah Omar Implementation of a Culture in Malay Language Teaching: A Case Study of International Middle Eastern Students
11:40 am - 12:10 pm	Presentation 3: Indrianti Learning Indonesian Language and Culture through Process Drama
12:10 – 1:30 pm	Lunch
1:30 - 2:00 pm	Presentation 4: Dr Nguyen Thien Nam Vietnamese Language Programs and Teacher Training in Teaching Vietnamese to Speakers of Other Languages (TVSOL) at VNU University of Social Sciences and Humanities, Hanoi
2.00 - 2.30 pm	Presentation 5: Tan Paulina Candra Agista Encouraging Indonesian Foreign Learners (BIPA Learners) to Express Ideas through the New Media: Responding to the Challenges of Participatory Culture
2:30 - 3:00 pm	Presentation 6: Prof Dr Amrin Saragih Critical Literacy Integrated with Language Learning as a Means of Enhancing National Unity
3:00 - 3:30 pm	Tea-Break
3:30 - 5:30 pm	Workshop: Dr Erlin Barnard, University of Wisconsin-Madison, USA Micro vs. Macro Perspectives in Foreign Language Instruction
7:00 - 9:00 pm	Symposium Dinner



Tues 10th Dec. 2019	Programme: Master of Ceremony Ms Sasiwimol Klayklung
9:00 - 9:30 am	Presentation 7: Wiraphorn Hongwiangchan Using Thai Classifiers of Foreign Students
9:30 - 10:00 am	Presentation 8: Jyh Wee Sew Reflective Remediation for Teaching Malay Noun Classifiers at Tertiary Level
10:00 - 10:30 am	Presentation 9: Vo Thi Ngoc An Conversion in Vietnamese Language: Some Remarks on Teaching Vietnamese Language
10:30 - 11:00 am	Tea-Break
11.00 am - 12.00 pm	Roundtable Session: Assoc Prof Dr Titima Suthiwan (Chairperson) Incorporating Translanguaging as a Model for Foreign Language Education: Realigning Language Learning with Global Reality
12:00 - 12:30 pm	Presentation 10: Dr Nguyen Van Hue & Dr Tran Thi Minh Gioi Vietnamese Language Competency Framework for Foreigners: A Basis for Developing Curriculum, Compilation and Selection of Learning Materials in Teaching Vietnamese
12:30 - 1:00 pm	Presentation 11: Prof Dr Jerome Samuel The Question of Linguistic Variation in Developing Teaching Materials for Indonesian
1:00 - 2:00 pm	Lunch
2:00 - 2:30 pm	Presentation 12: Dr Aishah Mohamad Kassim Technology and Malay Language Teaching in NUS: A Case for Face-to-Face Interaction with the Expert Instructor
2:30 - 3:00 pm	Presentation 13: Thach Ngoc Minh & Dr Duong Thi Van Anh Developing Vietnamese Language Teaching Materials: The Experience from Universities and Ministries
3:00 - 3:30 pm	Presentation 14: Dr Hiroki Nomoto Using MALINDO Con for Malay/Indonesian Language Classes
3:30 - 4:00 pm	Presentation 15: Wimon Siri Hemtanon MOOC Development: Introduction to Thai Language and Culture on MuX
4:00 - 5:00 pm	Refreshing-Break cum Closing Ceremony

