

Report on GRDS International Conference

Singapore, June 13-14

The 7th International Conference 2018 on Teaching, Education & Learning aims to foster a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. Around 95 participants from around 13 different countries had submitted their entries for review and presentation and the conference was held in Nanyang Executive Center, Nanyang Technological University, Singapore.

During the two-day intensive keynote speeches and plenary talks, I got plenty of insightful ideas from many other researchers most of whom are from Southeast Asian countries. One of the keynote speakers, Patricia Lorenz, the head of the German language department in the Centre for Modern Languages, she introduced the reconstruction of the German language curriculum around a Learner-as-Partner approach and how to incorporate digital technology in the form of eLessons and eAssessments. Another impressive workshop came to one scholar from Tunghai University, Taiwan. She presented her experimental practice in self and peer assessment on learner autonomy and speaking proficiency among adult EFL learners. She introduced an electronical platform called voice thread and how it worked in motivating language speaking efficiency and encouraging students' independent self-learning. By bringing together worldwide researchers and professionals, the conference encourages to exchange inspiring ideas and research contribution.

As one of the paper presenters, I introduced a 5-week teaching reading treatment in my three ELC1 classrooms last academic year with an attempt of investigating the effect of assisted repeated reading on students' intercultural knowledge building and new words studying. I reported the findings and implications for promoting this reading approach in other language-level classrooms. One primary school teacher from Taiwan gave me some feedbacks about students' reading comprehension assessment and how to design proper reading materials for lower language level learners. I shared my struggling and concerns when implementing the repeated reading treatment and we all agree that ARR can not only strengthen participants' reading fluency but also can be designed into another way to stimulate their interest in English reading.

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