

Friday 2nd November

Time/Room	1F Lobby	Conference Hall	Audio-Visual Briefing Room	Room 421	Room 422	Room 423	Room 188
0830-0930	Registration (0830-1530)						
0930-1100		Opening Plenary 1 Helen Emery Teaching English to Young Learners in the 21st Century: Some issues and challenges					
1100-1115		Tea break					
1115-1145				A.3.1 How Parental Involvement Influences Taiwanese Children's Language Development and Maintenance? (Fan-Wei Kung)	A.4.1 Teenage Learners' Vocabulary Knowledge and Listening Comprehension (Jessica Wu)		
1145-1215			A.2.2 How Teacher Cognition Influences Young Learner Vocabulary Teaching (Louise McLaughlin)	A.3.2 A Taiwanese Pre-Service Teacher's Cross-Cultural Teaching Experience in a Bilingual Classroom of the United States (Yu-Wen, Chen)	A.4.2 Designing a Meaningful Curriculum for Teeners (Evangeline Vissia G. Carrillo)	A.5.2 Words for EFL Teenage Learners in Taiwan (Tse-Hung Lin)	
1215-1245			A.2.3 To Ask Or Not To Ask: What Questions Do Collegiate Teachers Ask? (Marie Grace C. Reoperez)	A.3.3 Chinese Migrant Children's Multiliteracy Practices from China to Britain (Jing Sheng)	A.4.3 Using Bingo Game to Enhance Vocabulary Gain and Retention (Margaret Chen, et al.)	A.5.3 The Effect of Children's Poem and Rhyme Multimedia Website Design and Application on Sixth-Graders' Vocabulary Learning (An-Ti Chang, et al.)	
1245-1345		Lunch					
1345-1415			B.2.1 EFL Sixth-Graders Experiencing Motivational Bounce from Literature Circles (Min-Hsun Chiang)	B.3.1 Teachers' Perceptions on Teaching Multilevel Classes in State School Regarding Children's Prior Learning Experiences (Hsiao-Wen Penny Hsu)	B.4.1 Vocabulary Acquisition through Storytelling: A Case Study with Penny Hung (Meng-hsun Lee, et al.)	B.5.1 Workshop 1 All Aboard the Wiki Wiki: Wiki-based Collaborative Writing (David Gatrell)	IDAC Member Meeting 1330-1600
1415-1445		B.2.2 Approaches to the Teaching of Reading and the Development of the 'Jolly Phonics' Method (Chloe Goudvis)	B.3.2 Pedagogic Implications of Lit-inspired Songs in EFL Classrooms: Beyond Rhymes and Chants (Hsu, Hui-ling)	B.4.2 The Evaluation of English Reading Instruction and Vocabulary Learning: The Case of Vocational High School Students (Ruei-Fang, Shiang)			
1445-1515		B.2.3 Development and Validation of a Reading Intervention Model for Home Literacy (Maria Majan Esteban)	B.3.3 Motivating Teenage EFL Learners with Domain-Specific Words: A Corpus-based Study (Ping-Yu Huang, et al.)	B.4.3 Assessing Non-English Major Freshmen's Relearning of Old English Vocabulary Using the "Savings Method" (Ting-Ting Liu, et.al)			
1515-1530		Tea break					
1530-1630		Plenary 2 Chien-Ju Chang Family shared reading in Taiwan: Research and implications					

Saturday 3rd November

Time/Room	1F Lobby	Conference Hall	Audio-Visual Briefing Room	Room 421	Room 422	Room 188
0830-	Registration (0830-1515)					
0900-1030		Plenary 3 Jill Lewis-Spector Accelerating Adolescents' Comprehension of Complex Informational Text				
1030-1045		Tea break				
1045-1115		C.2.1 Workshop 2 CLIL: Ideas for Keeping Things moving (Mariela Collado)	C.3.1 Reading to, with, and by— Moving from Total Support to Independence (Maryann Manning, et al.)	C.4.1 Children's Self-Reflection Process from Parent-Child Reading of Storybooks (Yu-xi Chen)	C.5.1 Promoting an Environment for Choice in a Bilingual Class through Literature (Claudia Peralta)	
1115-1145	C.3.2 Young Children Enjoy the Shared Reading Experience (Yoko Miyakawa, et al.)		C.4.2 Observation of the Inference Process in Reading and Its Impact on Vocabulary Acquisition: A Qualitative Study (Kai-Chu Chang)	C.5.2 Applying Analytic Defined Criteria to Facilitate Young Learners in Performing Writing Tasks (Richard Manuputty)		
1145-1215	C.3.3 Developing Reading Comprehension through Discussion in Shared Reading (Yasuhiko Kato, et al.)		C.4.3 English Homework Assignment Affects Vocabulary Acquisition of Primary School Children (Siao-cing Guo)	C.5.3 T-unit Measures for EFL Young Writers: A Validation (Yu-fen Lee)		
1215-1330		Lunch (1145-1300 TWRA Annual Assembly / B1F Cafeteria)				
1330-1400		D.2.1 Workshop 3 Building Literacy for Young Learners: Global to Local Solutions through the Diagnostic Teaching Model (Amy Awbrey Pallangyo, et al.)	D.3.1 An Integrated Approach to Reading in English: Peer Tutoring and Reactive-remedial Learning in an EFL Context (Maryam Samsodiena, et al.)	D.4.1 Toward a Workshop Approach of English Literacy Instruction (Mei-lan Lo)	D.5.1 Possible Effects of Digital Technologies on Young Learners and Reading (Jay Blanchard)	
1400-1430	D.3.2 The Multi-dimensional Reading Method for Young EFL Students (Janda Aucamp, et al.)		D.4.2 Examining Young Children's Knowledge of the Informational Text Genre (Hsiang-ju Ho)	D.5.2 Digital Storytelling: A Meaningful Technology-Integrated Approach for Enhancing Student Creativity (Chia-Hui Cindy Shen)		
1430-1500	D.3.3 The Effect of Think-aloud Procedure on Taiwanese EFL Elementary School Learners' Reading Performance and Retelling (Wan-cheng Huang, et al.)		D.4.3 Adaptations of English Graded Readers for Young EFL Learners (Ling-Ling Liang)	D.5.3 Language Anxiety and Difficulties in Learning English among Junior High School Students (Shao-hua Chang, et al.)		
1500-1515		Tea break				
1515-1645		Plenary 4 Anna Chamot Motivating Teenagers with Content and Learning Strategies				
1645-1730		Mike Lockett Planting the Seeds of Learning, One Story at a Time				
1830-2000		Reception (Wen Huei Hall in National Taiwan Normal University)				

Sunday 4th November

Time/Room	1F Lobby	Conference Hall	Audio-Visual Briefing Room	Room 421	Room 422	Room 188	
0830-	Registration (0830-1445)						
0900-1030		Plenary 5 Caroline Linse & Vincent Wuchang Chang Gaps of Knowledge: What we Need to Learn to Teach Young Learners					
1030-1045		Tea break					
1045-1115		E.2.1 Colloquium 1 Open Education Resources for Young English Language Learners—Top 20 Resources (Naita Saechao)	E.3.1 Adolescent EFL Learners' Perceptions of Graded Readers (Hsiu-chuan Chen, et al.)	E.3.2 Exploring the Use of Wordless Picture Books on the Writing Development of EFL Young Learners in Taiwan (Yi-Chia Liu)	E.4.1 Taiwanese EFL Junior High School Students' Production of English /s/ + Stop Clusters (Feng-lan Kuo, et al.)	E.5.1 Workshop 4 Differentiated Instruction in the EFL Classroom (Anne Walker)	
1115-1145					E.4.2 Raising the Phonemic Awareness of EFL Teenagers (Ya-Chin Tsai)		
1145-1215					E.4.3 The Effect of Pronunciation Scaffolding for ELF Elementary Students (Lee-Yen Wang)		
1215-1330		Lunch (1230-1315 ETRA Annual Assembly / Room 188)					
1330-1400		F.2.1 "Why Should I Speak up?" The Speaking Contexts and Factors Challenging Taiwanese EFL Learners' Willingness to Speak up in Class (Yi-Fan Lin)	F.3.1 Teaching and Learning of English as a Foreign Language in Hong Kong Kindergartens: Are the Favorable Pedagogical Conditions and Resources Available ?(Mei Lee NG)	F.4.1 Effects of Repeated Listening to a story and word meaning explanations on novel word learning by EFL children in Taiwan (Lin, Lu-Chun)	F.5.1 The Effects of the Combination of Online Concordancer and Online Dictionary on the Vocabulary Retention for Taiwanese Senior High School Students (Chun-Han Huang, et al.)		
1400-1430						F.2.2 Discourse Patterns of Corrective Feedback and Learner Uptake in a Mixed EFL Classroom Setting (Fang-yu Chang)	F.3.2 Teaching English as a Foreign Language in Early Childhood: Struggle or Success?! (Sa-hui Fan, et al.)
1430-1445		Tea break					
1445-1615	G.1.1 Colloquium 2 Chieh-Fang Hu, Aleck Shih-Wei Chen, Feng-Lan Kuo What does the research in Taiwan say about EFL learners who fail at basic linguistic coding?						
1615-1630						Closing	