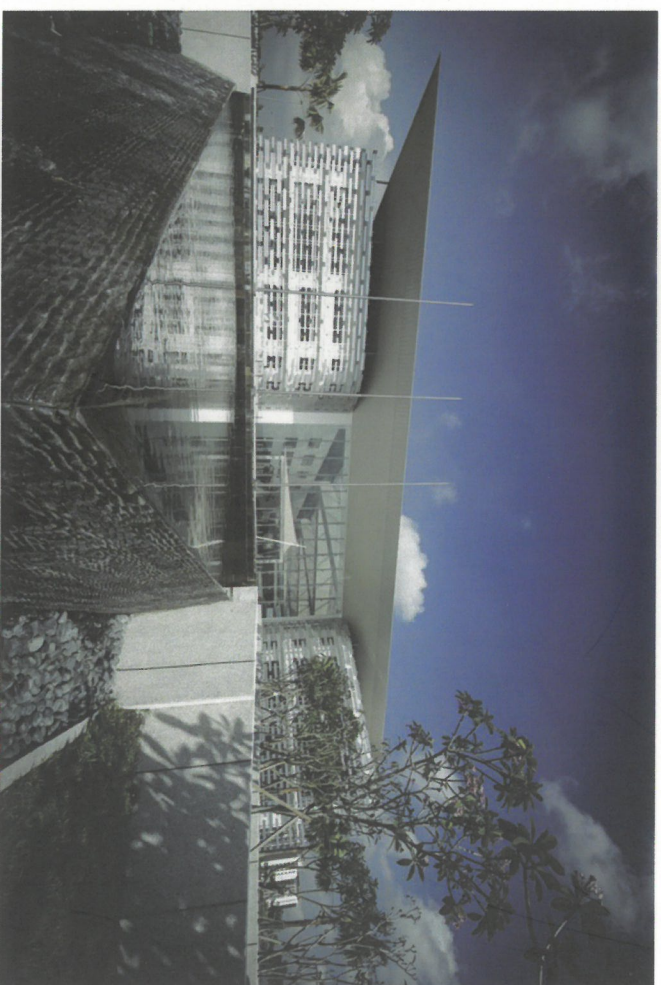


Programme overview

	Monday 16th	Tuesday 17th	Wednesday 18th
Open/keynote	9.30-11.55	9.30-10.15	9.30-10.15
Oral Papers	11.00-11.40	10.20-11.00	10.20-11.00
Coffee Break	11.40-12.10	11.00-11.30	11.00-11.30
Oral Papers	12.10-12.50	11.30-12.30	11.30-12.30
Lunch Break & Posters	12.50-2.00	12.30-2.00	12.30-2.00
Invited Talk	2.00-2.45	2.00-2.45	2.00-2.45
Oral Papers	2.50-3.30	2.50-3.30	2.50-3.30
Coffee Break	3.30-4.00	3.30-4.00	3.30-4.00
Invited Talk	4.00-4.45	4.00-4.45	4.00-4.45
Round Table	4.50-5.50	4.50-5.50	4.50-5.50

2nd International Connect Malaysia 2018 Language & Literacy in Multilingual Societies



Programme

Day 3: Wednesday 18th July

9.30-10.15 **Keynote: Documentation of Endangered Languages in Malaysia**

Stefanie Pillai

10.20-10.40 Promoting indigenous knowledge systems and language maintenance through the Indigenous Peoples Education Program in Oriental Mindoro, Philippines
Eisie Marie Or

10.40-11.00 Using home language and state language to teach L2 literacy and language skills: A study of young Assamese English learners
Mahananda Pathak

11.00-11.30 Coffee break

11.30-11.50 Using the International Classification of Functioning, Disability and Health (ICF) framework to assess the language skills of multilingual/multicultural children
Sharimla Ambrose

11.50-12.10 Investigating the Executive Functions of bilingual children with Autism and Typical Development in Saudi Arabia
Mada Alhassan and Theodoros Marinis

12.10-12.30 Investigating the Effects of Language Background (Trilingual vs Bilinguals) on Executive Function
Jessica Price

12.30-2.00 Lunch break & Posters

2.00-2.45 **Invited talk: Issues in Developing Local Assessment Tools for Malaysian Children**
Rogayah Razak

2.50-3.10 Patterns of use of verb argument structures and tenses in L1 and L2 retelling narratives
Kankan Das, Vasini Tamboli and Dr. Lina Mukhopadhyay

3.10-3.30 Enhancing Multilingualism in a Language Classroom at a State University in Thailand
Rungpat Roengpiya

3.30-4.00 Coffee break

4.00-4.45 **Invited talk: Language and Literacy Assessment for Identifying Specific Reading Difficulties among Multilingual Children in Sarawak**
Julia Ai Cheng Lee

4.50-5.50 Roundtable: Language assessment for multilingual children

Day 4: Thursday 19th July

9-10.30 ERP I Eye-tracking I PsychoPy I
Introduction to theories and concepts experimental paradigms *Introduction to the PsychoPy Builder interface*

10.30-11 Coffee break

11-12.30 ERP II Eye-tracking II PsychoPy II
Designing and interpreting EEG experiments Methodological considerations *Designing your experiment using Builder*

12.30-1.30 **Inaugural Professorial Address (see following page for details)**
Prof. Carmel Houston-Price

1.30-2 Lunch Break

2-3.30 ERP III Eye-tracking III PsychoPy III
Running EEG studies Using eye-trackers *Introduction to Python language Builder interface*

3.30-4 Coffee break

4-5.30 ERP IV Eye-tracking IV PsychoPy IV
EEG data analysis Practical issues *Inserting code into experiments* PsychoPy II
Designing your experiment using Builder

Workshop details

Delegates may choose to take full-day workshops in ERP/EEG, Eye-tracking or PsychoPy. In addition, delegates may also take a morning of either ERP/EEG or Eye-tracking, then an afternoon of introductory PsychoPy (a repeat session).

Delegates should sign-up for workshops by Wednesday 18th July at noon.

A final room list will be available at the Registration desk on the morning of Thursday 19th July.



Dr. Ehab W. Hermena

Cognition and Neuroscience Research
Laboratory, Zayed University, Dubai, UAE

Dr. Hermena graduated from the University of Bristol with BSc in Experimental Psychology. He then obtained doctorates in educational psychology and cognitive psychology from the University of Southampton. His doctoral work and current research focus on the use of eye tracking methodology to study cognitive processing during reading, with a special interest in Arabic. Dr. Hermena has extensive experience working in special educational needs in the UK and Egypt, and is interested in how cognitive science can inform remedial intervention in education. He is currently based at the Cognition and Neuroscience Research Laboratory, Psychology Department, Zayed University (Dubai, UAE)

AGE OF ACQUISITION, WORD- AND ROOT-FREQUENCY EFFECTS ON READING AND WORD IDENTIFICATION: EYE MOVEMENTS AND LEXICAL DECISION EVIDENCE FROM ARABIC

Learning words early in life, and the frequency with which these words occur in the language was consistently found to influence the cognitive processes in which readers engage during reading and word identification. A series of experiments was conducted to investigate how native readers' linguistic processing is influenced by the age of acquisition (AoA) of Arabic words, and by the frequency with which Arabic words, and their morphological key components (Semitic roots) occur in the language. The results reveal robust effects of AoA and word frequency on word reading and identification, with early acquired and more frequently occurring words being significantly easier to process. On the other hand, the influence of the frequency of Semitic roots on Arabic word identification was found to be more subtle, likely reflecting the costs of the necessary morphological decomposition and re-combination processes. Implications for language teaching and learning will be briefly discussed.



Dr. Julia Ai Cheng Lee

Universiti Malaysia Sarawak

Julia Ai Cheng Lee is a Senior Lecturer and the Deputy Dean for Research and Postgraduate at the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, Malaysia. Julia's current projects include the development of a comprehensive reading battery in English and Malay for young children in Malaysia, and an intervention study to improve healthy energy balance-related behaviours in 4-6-year-old children in rural and urban settings in Malaysia (Newton-Ungku Omar fund). Her research interests include early language and literacy intervention, reading and spelling development and difficulties, early childhood education, and the use of digital technologies for language and literacy intervention.

LANGUAGE AND LITERACY ASSESSMENT FOR IDENTIFYING SPECIFIC READING DIFFICULTIES AMONG MULTILINGUAL CHILDREN IN SARAWAK

There is limited research on assessments for multilingual children who are at risk for reading difficulties in Malaysia. The goal of this paper is to present an overview of the challenges of developing a multi-componential language and literacy assessment in Malay and English for a multilingual community. The norms and language and literacy errors among the multilingual children were also derived and analysed, respectively. The participants (n = 866) in the study were Primary 1 children from 10 government schools in Sarawak. The findings on the language and literacy error patterns among the poor readers suggest that there is an imbalanced development between the students' competence in Malay and English. Curriculum-based measurements may play an efficient role in assessment and intervention planning for a multilingual population with reading difficulties. This study shows that children in a multilingual setting should be assessed in their dominant academic language for identifying reading difficulties.