Curriculum Vitae

Associate Professor Soe Marlar Lwin

Head, Master of Arts in Applied Linguistics (TESOL)

School of Humanities and Behavioural Sciences

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Education Qualifications

2008	PhD (Language Studies), National University of Singapore
2003	MA (English Studies), National University of Singapore
1999	MA (English), University of Yangon
1994	BA Hons. (English), University of Yangon

Academic and Professional Experience

2017 - 2018	Senior Lecturer (Applied Linguistics), Singapore University of Social Sciences
2008 - 2016	Assistant Professor, English Language and Literature, National Institute of Education, Nanyang Technological University, Singapore
2007 - 2008	Teaching Associate, English Language and Literature, School of Arts and Social Sciences, SIM University, Singapore
2007	Part-time Tutor, Centre for English Language Communication, National University of Singapore, Singapore
2005 - 2007	Graduate Student Tutor, Department of English Language and Literature, National University of Singapore, Singapore

Memberships and Professional Activities

- Member:
  - Poetics and Linguistics Association (PALA)
  - European Narratology Network (ENN)
  - Singapore Association for Applied Linguistics (SAAL)
  - Education Research Unit, Athens Institute for Education and Research (ATINER)

- Reviewer:
  - *Journal of the Southeast Asian Linguistics Society (JSEALS)*
  - *Language and Education*
  - *Asia Pacific Journal of Education*
  - *Pedagogies: An International Journal*
  - *Topics in Linguistics*
  - *Athens Journal of Philology*
  - Routledge (Book proposals)
  - Bloomsbury Academic (Book proposals)

Research and Teaching Interests

- Text / Discourse Analysis
- Study of Narratives
- Language in Education
- Using Stories and Storytelling for Language Teaching
- Applied Storytelling Performances (Storytelling in Institutions)

Selected Publications

For more details and some full texts, please visit https://www.researchgate.net/profile/Soe_Lwin

Books:

Lwin, S. M. (2020). *A multimodal perspective on applied storytelling performances: Narrativity in context.* London: Routledge.

Lwin, S. M. (2010). *Narrative structures in Burmese folk tales.* Amherst, NY: Cambria Press.

Silver R. E. & Lwin, S. M. (Eds.). (2014). *Language in education: Social implications.* London: Bloomsbury.

Journal Articles/Book Chapters:

Lwin, S. M. (2024). Teaching the use of multimodal resources in speaking through storytelling. *TESOL Communications, 3*(1), pp. 53-65. DOI: https://doi.org/10.58304/tc.20240104

Lwin, S. M. & Dong, Y. (2021). Oral Corrective Feedback in a Chinese University EFL Classroom Context. *Malaysian Journal of ELT Research, 18*(2), pp. 32-47. DOI: https://doi.org/10.52696/WIVS9084

Lwin, S. M. (2020). In our country. In F.D. Floris & W. Renandya (Eds.), *Inspirational stories from English language classrooms* (pp. 79-81). Malang: TEFLIN Publication.

Lwin. S. M. (2019). Discourse analysis. In N. Erdogan & M. Wei (Eds.), *Applied linguistics for teachers of culturally and linguistically diverse learners* (pp. 239-262). Hershey, PA: IGI Global.

Lwin, S. M. (2018). Teachers' views of Asian folktales for ELT. *Asian Journal of English Language Teaching*, 27, 113–141.

Lwin, S. M. & Marlina, R. (2018). Using folktales as a way to operationalise the paradigm of teaching English as an International Language. *Asian Englishes*, DOI: 10.1080/13488678.2018.1440279

Lwin, S. M. (2017). Asian folktales for teaching English in Asia. *The Journal of Asia TEFL, 14*(4), 773-777.

Lwin, S. M. (2017). Narrativity in an institutionalized storytelling performance: A contextualized model. *Storytelling, Self, Society: An Interdisciplinary Journal of Storytelling Studies*, 13(1), 54-75.

Lwin, S. M. (2017). Narrativity and creativity in oral storytelling: Co-constructing a story with the audience. *Language and Literature*, 26(1), 34-53. Also selected by Sage for inclusion in M. Toyota (Ed.) (2018) Stylistics. SAGE Benchmarks in Language and Linguistics Series. https://uk.sagepub.com/engb/asi/stylistics/book265561

Lwin, S. M. (2016). Stories of (self)-introduction for communicative effectiveness of an institutionalized storytelling performance. *Narrative Inquiry*, 26(1), 64-87.

Lwin, S. M. (2016). Promoting language learners' cross-cultural awareness through comparative analysis of Asian folktales. *TEFLIN Journal*, 27(2), 166-181.

Lwin, S. M. (2016). It's story time!: Exploring the potential of multimodality in oral storytelling to support children's vocabulary learning. *Literacy*, 50 (2), 72-82.

Lwin, S. M., & Teo, P. (2016). Crossing borders: A multimodal perspective on storytelling. *Storytelling, Self, Society: An Interdisciplinary Journal of Storytelling Studies,* 11(2), 211-245.

Lwin, S. M. (2015). Oral stories and storytelling for language teaching. In D. H. Tatsuki (Ed.), *Storytelling: Repositioning literary texts in language teaching* (pp. 91-107). Kobe: Research Institute of Foreign Studies, Kobe City University of Foreign Studies.

Lwin, S. M. (2015). Using folktales for language teaching. *The English Teacher, XLIV*(2), 74-83.

Lwin, S. M. & Silver, R. E. (2014). What is the role of language in education?. In R. E. Silver & S. M. Lwin (Eds.), *Language in education: Social implications* (pp. 1-18). London: Bloomsbury.

Lwin, S. M. & Teo, P. (2014). How do we use language to make meaning?. In R. E. Silver & S. M. Lwin (Eds.), *Language in education: Social implications* (pp. 45-65). London: Bloomsbury.

Nguyen, T.T.M., & Lwin, S.M. (2014). Effects of parents' corrective feedback on the pragmatic performance of L1 English-speaking Singaporean children. *The Asian Journal of Applied Linguistics, 1*(2), 129-148.

Lwin, S. M. (2013). Narrative devices for critical reading of a popular cultural text: A discourse analytic perspective. *The International Journal of Literacies, 19*(2), 63-73.

Chung, J. H., & Lwin, S. M. (2012). Young Korean EFL learners' use of referring expressions in their oral narratives. *Journal of Asia TEFL*, Special Issue: Early English Education in Asia, 29-60.

Lwin, S. M. (2012). Developing interactional competence through conversational narratives. *The Internet Journal of Language, Culture and Society, (35)*, 90-99.

Lwin, S. M. (2012). 'Whose stuff is it?': A museum storyteller's strategies to engage her audience. N*arrative Inquiry, 22*(2), 226-246.

Lwin, S. M., Goh, C., & Doyle, P. (2012). 'I'm going to split you all up': Examining transitions to group/pair work in two primary English classrooms. *Language and Education, 26*(1), 19-33.

Lwin, S. M. (2011). Narrative time and speculative fiction: Reflection of social conditions in temporal implications. *Studies in Literature and Language, 2*(3), 11-17.

Lwin, S. M. (2010). Capturing the dynamics of narrative development in an oral storytelling performance: A multimodal perspective. *Language and Literature, 19*(4), 357-377.

Lwin, S. M. & Goh, C. C. M. (2010). Comparing frequencies of group/pair work and teachers' instructions in Primary English and Mathematics classrooms. *The International Journal of Learning, 17*(9), 285-298.

Lwin, S.M. (2009). Revisiting a structural analysis of folktales: A means to an end?. *The Buckingham Journal of Language and Linguistics, 2*(1), 69-80.

Research Reports:

Lwin, S. M. (2016). Developing learners' intercultural competence through comparative analysis of selected Asian folktales: Perceptions of a group of English language teachers from Southeast Asian countries. SEAMEO RELC Research Fellowship Grant, 2016.

Nguyen, T.T.M., Lwin, S.M., & Zhang, Y. (2014). Input, output, interaction and pragmatics: A study of the effects of adult-child interaction on Singaporean children's acquisition of speech acts. MOE Education Research Funding Programme (ERFP) Grant, 2012-2014.

Lwin, S. M. (2013). Examining the storytelling interactions of preschool teachers and librarians for features of incidental vocabulary teaching. NIE Office of Education Start-up Grant, 2012-2013.

Goh, C. C.M., Lwin, S. M., Doyle, P., & Bi, X. F. (2011). Promoting talk: A study of frequency, contextual conditions and variation in transitions between whole-class teaching and group work in primary and secondary classrooms. MOE Education Research Funding Programme (ERFP) Grant, 2009-2011.

Conference Presentations:

Invited Keynotes/Talks:

Lwin, S. M. (2020). Describing Covid19 Pandemic from a Discourse Analysis Perspective. *The Virtual International Conference on English Literature and Language Fruitions through Pandemic*. School of Advanced Sciences and Languages, Vellore Institute of Technology, Chennai, India.

Lwin, S. M. (2019). More than "good guys vs. bad guys": Wisdom from folktales as oral literary texts. *The 28th International Conference on Literature*. Banda Aceh: Syiah Kuala University, Banda Aceh, Indonesia.

Lwin, S. M. (2019). A glimpse of Myanmar culture through selected Myanmar folktales. *Asian Festival of Children's Content 2019*. National Library Board (organized by Singapore Book Council), Singapore.

Lwin, S. M. (May 2016). Promoting language learners' cross-cultural awareness through comparative analysis of Asian Folktales. Delivered at *The 4th International Conference on Language, Society, and Culture in Asian Contexts (LSCAC 2016)*, Universitas Negeri Malang, Indonesia.

Lwin. S. M. (November 2012). Story and discourse: Mining the storytelling discourse for language teaching resources". Delivered at the *World Storytelling Conference: Repositioning Literary Texts in ELT*, Kobe, Japan.

Papers in Conference Proceedings:

Lwin, S. M. (2013). What makes stories stories? A theoretical discussion. In D. Newman (Ed.), *Proceedings of the 2nd Annual International Conference on Language, literature & linguistics* (L3 2013) (pp. 135-

138). Singapore: Global Science and Technology Forum (GSTF).

Lwin, S. M. (2012). Discourse patterns of acronyms and abbreviations used in Singapore news stories. In D. Newman (Ed.), *Language, literature & linguistics* (L3 2012) (pp. 129-132). Singapore: Global Science and Technology Forum (GSTF).

Lwin, S. M. (2010). Co-constructing conversational narratives for L2 learners' development of interactional competence. In Chan et al. (Ed.), *Individual characteristics and subjective variables in language learning* (pp. 501-511). Singapore: Centre for Language Studies, National University of Singapore.

Lwin, S. M., Goh, C. C. M., & Doyle, P. (2009). Identifying transitions from whole-class teaching to small group work in primary classrooms. In CRPP, NIE, Singapore (Ed.), *Proceedings of the 3rd redesigning pedagogy international conference* (pp. online). Singapore: Centre for Research in Pedagogy and Practice, National Institute of Education.

Lwin, S. M. (2004). Form, function, field: Contrastive narrative structure and didactic moral in folk tales. In B. Randall, D. Furlong, T. Poitras (Eds.), *The power of story in a postmodern world (Narrative Matters 2004 conference proceedings)* (pp. 649-660). Fredericton, New Brunswick, Canada, Canada: St. Thomas University.

Presentations (selected):

Lwin, S. M. (September 2019). Using stories and storytelling in and beyond language teaching. Workshop presented at the *Asian Festival of Children's Content 2019*. National Library Board (organized by Singapore Book Council). Singapore.

Lwin, S. M. (May 2019). Teaching and learning multimodality in spoken interaction through storytelling. Paper presented at the *36th International Conference on English Language Teaching and Learning*. Tunghai University, Taichung, Taiwan.

Lwin, S. M. (July 2018). Self-representation and identity navigation of new citizens in Singapore: Constancy and change. Paper presented at N*arrative Matters 2018*. University of Twente, Enschede, the Netherlands.

Lwin, S. M. (June 2017). Using Asian folktales to develop intercultural competence: Perceptions of a group of English teachers from Southeast Asian (SEA) countries. Paper presented at the 3*rd Doing Research in Applied Linguistics & 19th English in South-East Asia Conference.* King Mongkut's University of Technology Thonburi, Bangkok, Thailand.

Lwin, S. M. (July 2016). 'To take it from the page, to create it again into living substance': Authenticity in oral storytelling. Paper presented at the *Poetics and Linguistics Association Annual Conference (PALA 2016)*. University of Cagliari, Italy.