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**Book**

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**THE 30TH KOREA  
TESOL  
INTERNATIONAL  
CONFERENCE**



**ADVANCING COLLABORATION:  
EXCHANGES AMONG SCHOLARS,  
INSTRUCTORS, & STUDENTS**

**April 29-30, 2023**

**Sookmyung Women's  
University, Seoul, Korea  
+ Online**

**#KOTESOL2023**

This booklet contains the Session Abstracts and Presenters' Profiles for the **KOTESOL International Conference 2023**, hosted online through the Edzil.la platform at <https://kotesol2023.edzil.la/> April 29<sup>th</sup> — April 30<sup>th</sup>, 2023, and complemented with discussions through the Discord server dedicated channel.

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## ABSTRACTS FORMAT (Key)

|                     |                                     |
|---------------------|-------------------------------------|
| <b>Title</b>        | Special note                        |
| <i>Presenter(s)</i> | Session Format                      |
| Date Time           | Session Type (Synchronous = “Live”) |
|                     | <b>Session Strand</b>               |
| <b>ABSTRACT</b>     |                                     |
| <i>Keywords</i>     |                                     |

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*This booklet is based on information available April 25<sup>th</sup>, 2023. All session schedules are subject to late revision, please check the [Edzil.la](https://kotesol2023.edzil.la/) platform for the latest information.*

## SESSION ABSTRACTS

### **Collaborative Scenarios and Teacher Growth**

*Gabriel Diaz Maggioli*

4/29/2023 9:00-9:50

Plenary Session (Online)

Featured/Invited

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### ABSTRACT

In this plenary, we will explore the difference between cooperation and collaboration while highlighting why they are important constructs for teacher growth. Taking into account what has transpired after the pandemic, we will explore the areas of our work that require collaboration. We will also analyze different roles in collaborative relationships and explore concrete collaborative activities oriented towards professional development.

### **Advancing Collaboration Among Teachers Through Reflective Practice**

*Thomas S.C. Farrell*

4/29/2023 10:45-12:00

Plenary Session

Featured/Invited

Synchronous (Onsite)

**Reflective Teaching Practice**

#### ABSTRACT

Gaining teaching experience as a teacher is not enough to provide automatic professional development, for we do not learn from experience as much as we learn from reflecting on that experience. Reflective practice involves instructors systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions they will take as a result of knowing all of this information. Such reflection is best completed in collaboration other teachers. Thus, experience combined with systematic reflection in collaboration with others can lead to professional growth so that we can become more effective teachers. In this plenary, I discuss what reflective practice is, how it can be accomplished, and what it can result in.

### **Minecraft: PBL 21st-Century Program Proposal**

*Robert Dykes, Robert Remmerswaal*

4/29/2023 12:30-14:30

Poster Presentation (120 mins)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### ABSTRACT

Launching in 2011, Minecraft's popularity has continued to grow. The sandbox nature of Minecraft allows for incredible freedom in terms of competition, cooperation, solo, structured, semi-structured, or free-roam activities. The authors have taken their experience and student feedback from their 2-year long Minecraft project conducted through their university's Self-Access Learning Center to propose a more formal course and/or certificate program. This program will focus on increasing students' English-based 21st-century skills through a project-based framework. They have put together three possible program plans to better accommodate teacher and administrative needs, a full 16-week semester option, an 8-week elective course, and the most versatile, a 6-week certificate workshop. Overall academic goals are framed through a CEFR lens with various "can-do" milestones. Various outputs have been proposed such as a PBL learning journal, Minecraft co-op puzzle maps, Minecraft-theme "lifeboat exercises," and having students create how-to tutorial videos.

*Minecraft, 21st Century Skills, mastery experiences, authentic tasks*

## **Educating Students to Understand Genre: Awareness Rather than Acquisition**

James Emmet Owens  
4/29/2023 12:30-14:30

Poster Presentation (120 mins)  
Synchronous (Onsite)

### **Materials / Course / Curriculum Design**

#### **ABSTRACT**

Research, both recent and established, advises basing some language courses on genre, with a view to how it can empower learners to function in modern society. However, a distinction has been made between 'genre acquisition' and 'genre awareness' (Johns, 2008). The latter emphasizes 'educating' students to understand genre rather than just 'training' them: it develops "the rhetorical flexibility" that is more essential when learners come across new, unfamiliar, and/or hybridised genres, as opposed to simply reconstructing texts, usually based on a standardised sample of that genre in a very formulaic manner. However, teaching students to actually become genre-aware is challenging. In this poster, I will describe one such attempt, describing the course, its goals, and some example activities. Some representative work and subsequent reflections from the students are shown to demonstrate the relative success this course/activity had in achieving 'genre awareness'. Hopefully, this presentation will provoke thought and discussion, and encouragement.

*Genre acquisition*

## **Collaborative 'Kaizen' Practice for Better Space/Material Design in a Japanese SAC**

Haruka Ubukata, Emily Marzin, Kayo Namaizawa  
4/29/2023 12:30-14:30

Poster Presentation (120 mins)  
Synchronous (Onsite)

### **Other Issues**

#### **ABSTRACT**

Self-Access Centers (SACs) are environments designed to promote learners' autonomy, and they have been playing an important role in language education worldwide. Supporting SAC users' needs requires continuous effort and collaboration among stakeholders. Our SAC, situated in Japan, implements a continuous improvement ('kaizen') practice between learning advisors, administrative staff, and student staff in managing spaces and materials. In this poster presentation, we illustrate the process by sharing a recent, on-going project where the above-mentioned stakeholders take part in discussing ideas and implementing action plans. These ideas are related to some of the currently prominent themes in language education, such as technology use/online materials, inclusiveness, and multilingualism. Practical insights we share would provide educators developing and working in learning spaces beyond the classroom with possible ways to collaborate with their partners, as well as some of the themes that might be significant to meet the diverse needs of their learners.

*Self-Access Center, space/material development, collaborative practice*

## **Supporting CLIL Approaches with Simple English Wikipedia**

Ted O'Neill

4/29/2023 12:30-14:30

Poster Presentation (120 mins)

Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

### **ABSTRACT**

Wikipedias are online spaces for collaboration and the development and sharing of knowledge. The main English language Wikipedia presents several difficulties for language learners and instructors. Excessive jargon, specialisation, and uncontrolled language and style make many articles inaccessible for readers. Gatekeeping and a sometimes hostile culture can make contributing difficult to impossible. Simple English Wikipedia (SEWP) greatly reduces these barriers and aims to serve younger readers and English language learners by using controlled vocabulary and grammar. The wiki also provides spaces and tools for schools. This poster will dispel some of the criticisms of SEWP and demonstrate the affordances of this platform for student-student, student-instructor, and student-public cooperation in developing and using content-based or CLIL appropriate materials for the classroom and for independent learning.

*CLIL, wiki, collaboration, Simple English Wikipedia, technology*

## **Pedagogical Approaches to Studying Literature to Enhance EFL Learners' Language Proficiency**

Yiu Nam Leung

4/29/2023 13:00-13:25

Partner Session

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

### **ABSTRACT**

As literary courses in the curricula of the departments of Foreign Languages and Literature or English have been greatly dwindled, this presentation aims to examine the use of literature in a college EFL classroom in Taiwan to enhance students' language proficiency and cultural awareness. It will discuss the major reasons why literature is neglected and explain the benefits of studying literature, to explain the pedagogy and activities used to comprehend the selected literary texts, and demonstrate how a four-skilled integrated approach (listening, speaking, reading, and writing) to learning literature can enhance EFL learners' language performance. It is hoped that college students will be benefitted by studying literature.

*pedagogy, literature, EFL classroom, language proficiency*

## **Vietnamese Students' Perception of Pecha Kucha in English Public Speaking Classes**

Tran Doan Thu, Mai Hong Quan, Nga Vo

4/29/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

A Pecha Kucha is a presentation format of 20 slides of images with little text, each of which advances automatically after 20 seconds. Despite being quite popular globally in the last two decades, in Vietnam, Pecha Kucha is a relatively new concept, as most English Public Speaking classes still employ the traditional slides. This includes the researchers' organization, International University, HCMC Vietnam National University. With the aim of offering students and their audience a new choice of presentation style, and investigating Vietnamese students' perception of this style, Pecha Kucha was introduced to 10 English public speaking classes. A questionnaire was then administered to students who used Pecha Kucha for their assignments. Fifty responses were collected for data analysis. The results show positive

feedback in general, but there are some concerns about the time constraints and the extra amount of work. Implications of the results can assist changes in the syllabus of the subject.

*Pecha Kucha, public speaking, students' perception, Vietnam*

### **Graduate STEM Student Perspectives and Implementation of Machine Translators in South Korea**

*Jeffrey Baldwin, Natasha Powell*

4/29/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

As technology advances, and more students have constant access to cell phones, laptops and tablets inside classrooms, the use of machine translation (MT) by language learners will rise. In order for instructors to better design courses they should strive to understand how students are using MT, as well as student attitudes towards this technology. This study examined the perspectives of South Korean graduate students at a STEM university towards the usage of MT in academic settings. This study featured a survey of 100 participants, and found positive correlations between the use of translators on written assignments, important academic work such as theses, as well as a proclivity to use machine translation to support daily academic tasks. Students also showed a strong belief that MT has benefits as a language learning tool. As a result of this study, language teachers may consider incorporating MT education within their curriculum.

*Machine Translation; Translation; Second Language; Machine Translators*

### **Effects of Limited-Term Contracts on Foreign Language Teachers Integration into Japan**

*Bladimie Germain*

4/29/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

At a time when universities are experiencing a steep decline in enrollment rates, staff retention, integration, and commitment play an important role in the institution's sustainability. Thus, the current study aims to explore the effects of limited-term contracts (LTCs) on foreign language teachers' (FLT's) willingness to integrate on work-related and sociocultural levels. This research adopts a qualitative approach using questionnaires and interviews that focus exclusively on FLT's LTCs at a university in Tokyo. Key findings are that LTCs do have a direct impact on FLT's willingness to integrate within their institutions at a peer and institutional level as previously highlighted by Chen (2022), Sato and Cotter (2017), Fuisting (2017), and Sato et al. (2015). However, limited effects were found at a classroom level. Additionally, evidence suggests that there is a correlation between sociocultural integration outside of work and willingness to integrate at the work-related level.

*Foreign language teachers, Limited term contracts, Integration, Japanese universities*

### **Reimagining the Language Classroom - Learner-Based Teaching**

*Niall Walsh*

4/29/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

Increasingly, educators are seeking more collaborative and student-centred pedagogies in the language classroom. One area that has the potential for realizing these goals is learner-based teaching. This study

investigated students' attitudes towards learner-based teaching in their classrooms. Twenty-eight Japanese university students working in groups developed teaching content at two intervals over the duration of one semester. The groups then proceeded to teach the content to their classmates. Results from a post-performance questionnaire indicate that while creating their own content was challenging for students, especially when placed with non-familiar group members, most students signalled that it was overall an enjoyable experience. A further finding of this study that may have implications for language practitioners is that most students preferred more involvement in content creation for their classes.

*Learner-based teaching, Autonomous learning*

### **Cross-Cultural Awareness at Home: Activities for the Language Classroom**

*Caroline Hutchinson*

4/29/2023 13:00-13:30

Workshop (50 mins Onsite)

Synchronous (Onsite)

#### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

The ability to interact across cultures is valued by modern education systems and employers. Intercultural competence necessitates acquiring knowledge about both unfamiliar cultures and values, and one's own. It implies an attitude of openness to difference, and the ability to recognize stereotypes.

As language is inseparable from culture, teachers have both a responsibility and an opportunity to train students' intercultural competence. However, COVID-19 and its aftershocks continue to disrupt our ability to travel and experience genuine interaction across cultures. Further, many argue that the representation of culture in ELT textbooks and classrooms is inadequate.

This workshop will introduce frameworks and activities that teachers can use to sensitize students to cultural difference, help students to understand their own values, and connect those values to cultural behavior. It will also suggest ways in which online tools can be used to encourage collaboration beyond the classroom.

*culture, intercultural communication, intercultural competence, values*

### **Using Drawings and Metaphors to Explore Teacher Identity**

*Judy Yin*

4/29/2023 13:00-13:50

Invited Second Session

Featured/Invited

Synchronous (Onsite)

#### **Teacher Education / Professional Development**

#### **ABSTRACT**

Knowing oneself is, undoubtedly, a crucial element in ways one interprets the nature of one's work. In the field of teacher education and professional development, 'teacher identity' has been considered as an important factor that affects how teachers make decisions in and make meaning of their profession. Teacher training and professional development should provide ways for teachers to explore their identities to address issues that tend to strengthen or hinder their teaching practice in the classroom. In order to empower teachers, this workshop will focus on how we perceive ourselves as foreign language teachers by expressing our perspectives through drawings and metaphors.

**Collaboration Among Educators:  
Multiple Authorship in Language Education Articles**

*Thomas S.C. Farrell*  
4/29/2023 13:00-13:50

Featured Session  
Featured/Invited  
Synchronous (Onsite)

**Research Methodologies & Approaches**

**ABSTRACT**

Recent decades have witnessed burgeoning academic collaboration. As an important practice to achieve innovation and scientific progress, academic collaboration enables researchers to share work and exchange ideas, oftentimes across institutional, national, and disciplinary boundaries, and pool their resources and expertise. In response to a heavy emphasis on publishing, scholars have increasingly collaborated on publications in the form of multiple authorship. It is interesting to note that, however, patterns of multiple authorship seem to vary with discipline. This presentation will report research that describes the patterns of multiple authorship in language education using a bibliometric approach. This report also provides insights into how to enhance collaboration derived from the literature on Social Interdependence Theory (Johnson & Johnson, 2009).

**Advancing Global Education (GE) in EFL Classrooms**

*Alexis Busso, Aida Corpuz*  
4/29/2023 13:00-14:20

Workshop (80 mins Onsite)  
Synchronous (Onsite)

**Culture & Cross-/Intercultural Perspectives**

**ABSTRACT**

As our planet continues to face significant challenges, such as war, pandemics, social inequality, climate change, and human rights violations, students are directly impacted and may struggle to cope. Global Education (GE) is a pedagogical approach that offers students the opportunity to engage in meaningful discussions about relevant issues, challenge their perspectives, and improve their English abilities. Proponents of using global issues as content argue that it increases multicultural awareness, develops tolerance for different opinions and other cultures, promotes self-reflection, and enhances valuable skills such as problem-solving and critical thinking. The workshop will begin by addressing the components of a GE framework. Then, the presenters will focus on activities and materials, student reflections, and, through audience participation, discuss some of the challenges and limitations. The session will conclude with a Q&A.

*Intercultural Competence, Global Issues, Content-Based Instruction, Global Awareness*

**Haiku Poems for Syllabic and Phonetic Awareness**

*Frederic Bernal Lim*  
4/29/2023 13:00-14:20

Workshop (80 mins Onsite)  
Synchronous (Onsite)

**Teacher Education / Professional Development**

**ABSTRACT**

Creating Haiku poetry combines syllabic and phonetic awareness for English learners. This workshop demonstrates a Jigsaw PBL (Project-Based Learning) method. After an interactive warm-up activity practicing question forms to know each other, the class learns the Haiku poem structure. Then small groups of mixed-level participants brainstorm words associated with their local towns evoking nature to actively collaborate and create Haikus about their respective environments. Final presentations are on group posters (analog) and a wholeclass e-book accessible to the world (digitally on Canva). For professional development participants work in small, mixed groups to experience a jigsaw lesson in order to plan their own jigsaw lessons with their students' needs in mind. Free resources are shared via Google



Classroom and participants are invited to join a Facebook group for teachers to collaborate and share teaching tips as an on-demand professional development source to continue the conversation.

*PBL, Jigsaw, Poems, Professional Development*

### **Teacher as Designer: Reflective Practice Through a Lens**

*Jocelyn Wright, Lisa Casaus*

4/29/2023 13:00-14:20

Workshop (80 mins Onsite)

Synchronous (Onsite)

**Reflective Teaching Practice**

#### **ABSTRACT**

If a "picture is worth a thousand words," then a well-designed picture is worth a thousand more! Do you want to take more time to reflect on and document your teaching this year? Have you ever tried using photography to do this? Have you ever wished that your photos looked nicer? A basic knowledge of design principles could help with that! In this interactive workshop, groups will participate in a discovery activity to learn about seven key principles of design (pattern, contrast, emphasis, balance, proportion, harmony, and rhythm). We will continue by analyzing example photos that illustrate these principles to check comprehension. Participants will then use their new knowledge to complete a photo scavenger hunt, and in the process, reflect on their learning and teaching practice. At the end of the workshop, there will be time to share photos, discuss challenges and reflect on patterns. Participants will leave this workshop inspired to think like designers, use this modality to reflect on their practice, and maybe even take better photos as a result!

*reflective practice, photography, principles of design, portfolios, aesthetics*

### **Lunching and talking: An Attempt at Teacher Collaboration and Reflection at KMUTT**

*Thanis Tangkitjaroenkun*

4/29/2023 13:30-13:55

Partner Session

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

It is undeniable that the outbreak of Covid-19 has placed most, if not all, Thai EFL teachers in an extremely uncomfortable situation. While the pandemic may have slowly faded, its legacy still lurks behind the pedagogical practice and policy making in a lot of Thai educational institutes. At King Mongkut's University of Technology Thonburi, online classes continue to be regarded as a practical, convenient and above all, 'safe' mode of learning. The safety net of online teaching, nevertheless, comes with an expensive price for EFL teachers at the university who have lost touch with not only their students but also their work colleagues. To tackle the issue, a series of lunch talk was organized from December 2022-February 2023 to encourage the faculty to discuss, reflect and share their research ideas, anxiety and self-development goals. The topics ranged from casual conversations such as favorite books to serious discussions on professional development, research collaboration and teaching techniques. A total of 22 teaching staff at the Department of Language Studies were then interviewed to mainly see if they had benefited from attending the talks. Findings showed a variety of opinions and interestingly two-thirds of the participants did not find attending the talks useful or impactful. Further inquiry into teachers' expectations regarding collaboration should therefore be made to ensure the long-term benefits.

*lunch talk, reflection, Thai EFL teachers, collaboration*

**Reading: Beyond Comprehension, and Encouraging Interaction with Texts** Partner Session  
Clare Kaneko Research Report/Paper (25 mins Onsite)  
4/29/2023 13:30-13:55 Synchronous (Onsite)

**Creativity / Critical Thinking / 4Cs**

**ABSTRACT**

The development of Japanese students critical thinking skills is being encouraged by Ministry of Education, Culture, Sports, Science, and Technology (MEXT). Unfortunately, many students at the tertiary level in Japan are still not able to use these skills effectively, and many students lack a basic understanding of critical thinking. In order to develop university students' critical thinking skills this presenter has combined a variety of different reading techniques including, SQ3R and signposting, in combination with effective questioning techniques, such as Costa's Levels of Questioning. For this presentation, after a quick description of the scaffolding used to teach students, participants will be presented with the results of a classroom-based project on the implementation of this scaffolding. Examples of students improvement on question development as well as the connection to deeper text interaction, will also be presented.

*critical thinking, questioning, reading*

**Conducting, Collaborating, Sharing: Three Tenets of Practitioner-Research**

James Bury Research Report/Paper (25 mins Onsite)  
4/29/2023 13:30-13:55 Synchronous (Onsite)

**Teacher Education / Professional Development**

**ABSTRACT**

Engaging in practitioner-research has a range of benefits for teachers, educational institutes, students, and the overall field of TESOL. Teachers can move toward becoming "holistic TESOL professionals" (McKinley, 2019), new approaches can be experimented with, effective teaching practice can be identified and promoted, and focusing on the real-life issues that affect teachers enables the linking of theory and practice. In this presentation, three of the central tenets of practitioner-research (conducting, collaborating, and sharing) are identified and their importance to the wider educational community is discussed. Practical steps that can be taken by educators to promote the effective development of those tenets are then highlighted. It is hoped that this presentation will encourage engagement in practice-based investigations, the sharing of research findings with others, and the development of collectivities or communities of practice, leading to a range of positive outcomes for multiple stakeholders throughout the educational environment.

*Practitioner-research, Collaboration, Teacher development, Communities of practice*

**Our Collaborative Journey as Advisors**

Prateek Sharma, Thomas Ashton Research Report/Paper (25 mins Onsite)  
4/29/2023 13:30-13:55 Synchronous (Onsite)

**Reflective Teaching Practice**

**ABSTRACT**

In this talk, the presenters will share their experiences of developing as teacher-advisors through participating in a 5- level advising course. Through their collaboration at University's dormitory program, they could use that knowledge to enhance the student experience, autonomy and overall motivation (Goddard et al., 2010). In order to encourage reflection and promote learner autonomy in the dormitory, they changed the reflection journal format and transformed feedback sessions into goal-oriented advising

sessions.

In doing so, researchers also could reflect on their two-year journey of running the program and how the collaborative experience has helped them to put the theory of advising in language learning into practice. They will present the details of the project, challenges they experienced, results and some broader implications this may have. Time will be included for questions at the end of the presentation.

*reflective practices, collaboration, learner autonomy, motivation, advising, professional development*

### **Reading Anxiety and Reading Performance Among Vietnamese English-Major Students**

Research Report/Paper (25 mins Onsite)

*Nguyen Le Bao Ngoc, Tran Thuy Hang, Nguyen Hoang Phuong Mai*

4/29/2023 13:30-13:55

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

Reading seems to be an easy process which does not cause language learners as much tension as other productive skills. However, similar to other skills, an experience of anxiety may cause poor performance and reading receives no exception. The current study investigated 71 English-major students who studied the English Linguistics Program at International University, VNU-HCMC, Vietnam. The students took part in the survey to measure their reading anxiety, using the English Foreign Language Reading Anxiety Inventory (EFLRAI) (Zoghi & Alivandivafa, 2014). They were later assigned one Certificate in Advanced English (CAE) reading test to measure their reading performance. The results found out that students experience low to moderate levels of reading anxiety. Additionally, the Pearson correlation test showed a significant moderate negative relationship between reading anxiety and reading performance ( $r=-.362$ ). The findings indicate that the anxious feelings can be considered as a barrier to students achieving good reading performance.

*reading anxiety, reading performance, correlation*

### **"English Teaching Forum" Roadshow for Thai Primary School Teachers: A Collaborative Project**

Partner Session

*Singhanat Nomnian, Cheewin Wattanasin*

4/29/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

The presentation showcases the "English Teaching Forum" Roadshow as a collaborative project between Regional English Language Office (RELO), US Embassy (Bangkok) and Thailand TESOL to conduct five workshops for Thai primary school teachers nationwide. This project celebrated the 60th anniversary of "English Teaching Forum" magazine, which publishes a number of articles on practical pedagogies and materials that cater for various learning needs and levels. This one-day on-site teacher training workshop was designed based on the perceived needs of teachers through an edutainment communicative teaching method. Each workshop aimed at both upskilling the teachers' English proficiency and promoting technology-enhanced teaching methods through the use of online materials. There were nearly 200 teachers from five regions in Thailand attending these workshops. They not only expressed positive attitudes toward the training as they gained first-hand experience to enhance their professional development, but also created a professional learning community within the region. This project highlights the mutual engagement between Thailand TESOL and RELO Bangkok to strengthen ELT communities

in Thailand and expand wider networks of teachers who can potentially play key roles for young learners' English achievement during and beyond Covid-19.

*Thailand TESOL, Regional English Language Office (RELO), US Embassy (Bangkok), English Teaching Forum, Primary School Teachers*

### **Reassessing Classroom Observation for University Teachers**

*Benjamin Filer, Niall Walsh*

4/29/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

Classroom observation is one of the most common ways to reflect and improve teaching practice. However, the researchers recognized, through conversations with colleagues and friends, an apparent lack of classroom observations among university teachers in Japan and decided to investigate this issue further. This study investigates the experiences and beliefs of university teachers working in Japan related to classroom observations. An online questionnaire was distributed and the results were a combination of quantitative and qualitative data. Follow-up interviews were conducted with volunteer teachers to discuss their experiences of classroom observations in more depth. The results highlight the scarcity and negative connotations of classroom observations, as well as offering practical ideas for how to re-evaluate and consider the benefits of peer-to-peer classroom observations at the university level in Japan. The researchers will then introduce their plans to develop this research in the future.

*Classroom Observation, University, Professional Development*

### **A Report on the Impact of Emergency Remote Teaching on EFL Instruction in South Korea**

*Cyril Reyes*

4/29/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

This paper documents the transition from Emergency Remote Teaching (ERT) to post-ERT English as a Foreign Language (EFL) teaching practice by investigating the experiences of EFL university instructors in South Korea. Using a mixed methodology, the researchers found quantitative evidence to possibly formulate a standardized ERT practice in the field of EFL. The multiple regression tests found that teachers identified managing grades and student messaging as benefits of remote teaching; the same tests also showed self-regulation, collecting assignments, and creating English content as ERT challenges. These are the specified areas that teachers have reported as the benefits and challenges of ERT practice. A key finding of this paper revealed a salient example of ERT's lasting impact. Some of the teachers in this study had two groups of students: online and in-person. Along with documenting this hybrid of in-person and remote teaching, this study provided a platform for teachers to voice their experiences and concerns about this transitory period. This study also found evidence that incorporating an online component into traditional classrooms appears inevitable; the issues inherent in language instruction are now inseparable from the challenge of engaging students accustomed to remote learning.

*emergency remote teaching, higher education, remote learning, language instructors*

### **Providing Authentic Communication through a Discovery Experience**

*Junko Chujo*

4/29/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

This presentation introduces a pedagogical project aimed at igniting Japanese university English learners' willingness to communicate by providing an authentic communication experience from the everyday English classroom. The designed project consisted of three discovery missions for students that began when students received a box from overseas. By writing a letter and receiving a response, students created a presentation on what they learned about the sender. This pedagogically designed experience-based activity fostered an interest in communicating with dissimilar others using English as a communication tool. This project contributes one idea for practitioners who wish to incorporate authentic communication in their everyday lessons.

*authentic international communication, affective domain*

### **ESL Malaysian University Students' Perceptions toward Using Smartphones for English Learning**

*Dr Rafidah Abd Karim*

4/29/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

With rapid developments in the field of digital literacy, technology has shifted from computer-assisted language learning (CALL) to mobile-assisted language learning (MALL). The smartphone plays an important role in helping students learn English. Therefore, the aim of this study was to investigate the perception of English learning among ESL students in Malaysia. This study uses a quantitative research design. An online questionnaire was used to collect data, which was completed by 150 students in selected public universities in Malaysia. The result was analysed using descriptive and inferential statistics such as percentage, frequency, mean and standard deviation. The empirical findings of the study show that students have a positive perception towards the use of smartphones as a potential tool to enhance their English learning. Therefore, the use of smartphones should be continuously practised by university students in Malaysia to enhance English learning and increase digital literacy in 21st century education.

*ESL students, Smartphone, English learning, perceptions*

### **Collaborating in the Context of Korean EFL**

*Boyoung Lee*

4/29/2023 14:00-14:50

Featured Session

Featured/Invited

Synchronous (Onsite)

#### **ABSTRACT**

Collaborating has been strongly emphasized as a key concept to nurturing world citizenship among Korean EFL learners in school education since 2015 when the education policy was newly modified. This can be seen as a meaningful shift from EFL's conventional role in the past, which mainly focused on promoting learners of different levels to communicate actively. This study examines how the concept of collaboration is implemented in class activities, by teachers and by learners as well, to widen their horizons to become world citizens in the true sense.

## **Where Is the Overlap?: Collaboration Points Between Higher Education and Education Companies**

Stephen Gallas

4/29/2023 14:00-14:50

Dialogue/Roundtable (50 mins Onsite)

Synchronous (Onsite)

### **Other Issues**

#### **ABSTRACT**

English education is a burgeoning industry in South Korea. At the same time, universities around the world are working harder to empower second language learners on their quest to wield English in an increasingly connected world. These two fields of education have a pronounced influence over English learners in Korea, but where do they overlap? What can universities and education companies learn from each other? Most importantly, what opportunities exist for private English education companies and universities to work together to maximize the abilities of their respective students to take control of their education?

Companies that specialize in industry-specific English education have insights that can benefit university English programs. University English programs have insights that can benefit English education companies. This roundtable seeks to open a dialogue between academics and English education professionals about potential collaboration points that would ultimately benefit the learners.

*Adults, Practical English, Job-Specific English, Intercultural Communicative Competence, Business English, Practical English*

## **Developing Teacher-Student Collaboration Across Subjects in English in the Classroom**

Queenie Kawabe

4/29/2023 14:00-14:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Many students are not motivated to learn English because they do not see its value nor relevance to their lives or future endeavors. Although they have strong grammar or vocabulary competence, they barely practice their English. In Asia, the challenge is building a teacher-student relationship so that students can relate to other subjects they have learnt and apply it to communicate with people from around the world in English. How can educators develop a conducive environment to help students socialize in English outside the classroom? In this interactive workshop, the participants explore practical lesson ideas that can stimulate self-reflection on teaching practices through creative and critical thinking.

*teacher-student collaboration, critical-thinking skill, engaging activities, across subjects, collaborative environment, collaborating*

## **How Can We Learn What Academics Think About Their Peers' Opinions?**

Jonathan Shachter, Christopher Haswell

4/29/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

Considering the dearth of interaction possible in the last three years, it is impossible to ignore the paucity of quality connections between academics. Our podcast project attempted to fill this gap in two ways: a) by using our academically-oriented podcast series to contact and interview leading academics in their discipline; b) by directly addressing the contents of previous interviews to ask for the experts' reactions. We uncovered a 'narrative' in our work, encouraging other experts to join our discourse. We will present this narrative from experts in the field of English as a Medium of Instruction (EMI) and how the differences

in opinion led to fruitful and engaging discussions that would have been impossible without our efforts during the time of COVID lockdowns. We will demonstrate the opportunities for qualitative analysis of long-form academic interviews to bring state-of-the-art academic conversations to a broad audience.

*podcast, EMI, narrative*

### **COIL: Replacement or Preparation for Actual Study Abroad?**

*Andrew Nowlan*

4/29/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

During the Coronavirus pandemic, collaborative online international learning (COIL) emerged as a substitute for study abroad. However, there is now an opportunity to re-purpose COIL to better prepare prospective sojourners. This presentation will report on the experiences and government-funded research of the presenter, who coordinated two cross-cultural COIL courses between students at a university in Japan and those studying in North America. In this presentation, the speaker will first introduce the COIL courses by comparing two different online platforms that were used: Padlet and Flip. Next, based on qualitative data received from 31 students and employing a phenomenological research design, the presenter will discuss the effectiveness of using COIL as preparation, as opposed to a replacement, for overseas experiences. Both educators and administrators who attend this session will be exposed to ideas for setting up COIL and integrating it into L2 and cross-cultural curricula.

*collaborative online international learning, COIL, CALL, study abroad, intercultural communication*

### **Asset-enriching Pedagogy for Interest-driven Language Learning: Tapping into Students' Fannishness**

*Yu Jung Han*

4/29/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **Informal Learning / Affinity Spaces / Communities of Practice**

#### **ABSTRACT**

The field of TESOL has focused on how interest-driven practices (e.g., playing English-medium online games) facilitate incidental language and literacy development among language learners. Researchers have tried to bring students' interest-driven practices into formal language classrooms. This presentation shares the presenter's design-based research study on using popular pop culture content (TV shows) in her adult international English language learners in the U.S.. The presenter triangulated the three key elements - the learning potential of the target content, students' actual interest in the target content, and teacher's familiarity with the target content. Through the lens of affinity space (e.g., Gee, 2007) and L2 willingness to communicate (e.g., MacIntyre, et al., 1998), the qualitative analysis revealed how the course 1) evoked the feeling of 'fannishness' among the students to be more willing to communicate in English and 2) functioned as an affinity space that invited and enriched students' out-of-classroom interest-driven language practices.

*Interest-driven learning, asset, fannishness, hagwon,*

## **Exploring Students' Perceptions of English Language Learning through Virtual Reality and its Impact on Speaking Proficiency**

*Yukie Saito*

4/29/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

Virtual Reality (VR) has shown promise in foreign language learning, with potential benefits in reducing foreign language anxiety, enhancing speaking performance, and improving long-term memory retention. However, using Head Mounted Displays (HMDs) can lead to user discomfort and sickness. To address this issue, this study aimed to compare the effects of VR English lessons delivered via HMDs and Personal Computers (PCs) on speaking proficiency and foreign language anxiety among eight Japanese university students. To evaluate the outcomes, the researchers conducted a TOEIC speaking test and a questionnaire survey three times: before and after the VR lesson with HMDs and after the VR lessons with PCs. Moreover, the study examined the self, social, and spatial presence through a questionnaire survey conducted after the VR lessons with PCs. The results of the study will be presented, along with their pedagogical implications in using VR with HMDs and PCs for foreign language learning.

*Virtual Reality, Speaking Proficiency, Foreign Language Anxiety, Head Mount Displays*

## **The University of Missouri Online M.Ed. TESOL Program**

*Nikki Ashcraft*

4/29/2023 14:30-15:50

Featured/Invited

Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

Learn about the second language acquisition process and enhance your teaching practice by completing a master's degree in Learning, Teaching, and Curriculum with an emphasis in TESOL at the University of Missouri. Join this session to learn about the online M.Ed. track and hear about the experiences of students in the program. Have your questions about the curriculum and the application process answered by program faculty.

In addition to Dr. Ashcraft, a graduate and current student in the program will also be on hand:

David Blaisdell is a 2020 graduate of the TESOL program at the University of Missouri. He teaches English Language Arts at Hankuk Academy of Foreign Studies. Marilyn Schwartz is a current student in the TESOL program at the University of Missouri. She teaches English at Namwonju Middle School in Wonju, Gangwon.

## **Tech-Integrated Communicative Language Teaching - A Collaborative Writing Project**

*Daniel Dusza, Marina Goto*

4/29/2023 14:30-15:50

Workshop (80 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

Technology-integrated communicative language teaching (CLT) is a symbiosis of two effective language-learning pedagogies. This workshop first introduces the combined framework of tech-integration with CLT and how it was applied to a first and second-year undergraduate EFL academic writing course. How technology assists in collaborative learning and peer correction will then be discussed using classroom samples of student data. Finally, participants will be introduced to how to set up a collaborative learning environment utilizing technology, monitoring progress, providing feedback, using appropriate scaffolding techniques, and communicating both face-to-face and through the technology. Examples of lesson



transformations will be provided so that participants can incorporate this framework into their curriculums or lessons. Participants will gain experience implementing a tech-integrated CLT lesson, which includes setting up and using Google Documents and Google Classrooms to enhance communication and collaboration. The presenters will facilitate Q&A throughout the workshop.

*collaborative writing, tech-integration, communicative language teaching, peer correction, formative feedback*

## **A Teaching Framework for Supporting Cognitive Academic Language Proficiency in EMI Classrooms**

*Sandra Houghton, Kelly Pattison*  
4/29/2023 14:30-15:50

Workshop (80 mins Onsite)  
Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

### **ABSTRACT**

There is an established need for EMI teachers to access professional development that focuses not only on increasing language proficiency, but also on EMI specific student-centred methodology which develops discipline-specific literacy (British Council 2021; Nieto Moreno de Diezmas and Fernandez Barrera, 2021; Lasagabaster, 2022).

This practical workshop is aimed at EMI teachers and those who support their teaching and professional development. It presents a principles-based framework to planning and delivery, enabling teachers to:

• Pinpoint opportunities for student-centred tasks;

• Select classroom language to set up tasks and give feedback;

• Identify discipline-specific cognitive academic language proficiencies (CALP) required to complete tasks;

• Source appropriate language support resources to scaffold learning.

Workshop participants will be guided through the framework to plan a section of their lesson as practice in using the framework for future lessons. The template can be used to collaborate with English language professionals within their institutions.

*EMI, Content-based learning, CALP, Teacher Development*

## **Starting Moodle LMS for Your Classroom**

*Phil Nguyen*  
4/29/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

A learning management system (LMS) supports learning activities such as discussions, quizzes, and interactive elements and has become essential for classrooms. A well-organized LMS requires good planning and execution to thoroughly distribute learning objectives and resources. The shift to online learning has necessitated the digitization of the classroom environment to aid instruction and support for teachers. Moodle is an academic LMS software that has helped support the presenter's classroom. This presentation will focus on its standard features, advantages, and improvements over other systems and the challenges it presents. The future of Moodle and e-Learning systems beyond COVID-19 will also be discussed. The presenter hopes that participants will find LMS software valuable as a long-term augmentation to their classrooms, whether in-person or online.

*Moodle, LMS, online, hybrid classroom*

## **Succeed with Skills: An Academic Writing Diagnostic Programme to Bridge Gaps in Higher Education**

Joe Greenwood  
4/29/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Differentiated Instruction / Special Educational Needs / Universal Design for Learning**

### **ABSTRACT**

Academic achievement gaps between different groups of students in Higher Education (HE) has become a crucial concern. This paper focuses on an action-research oriented, skills development diagnostic programme designed and delivered in collaboration between subject-specialists and learning development practitioners to first-year management students. The aim was to bridge the skills gap for students from different backgrounds including entry qualifications, race and socio-economic class. The programme targeted: structure, critical writing, and evidence-based writing. The diagnostic used the Articulate software and the results directed students onto one of two levels of study-skills sessions: Develop or Enhance. Preliminary evaluation results showed students reported an increase in confidence levels ranging from 22% - 25.8%. This type of programme could potentially equip students with the tools and knowledge they need to succeed in their studies regardless of their backgrounds, and thereby help in facilitating student mobility and social justice in HE.

*Skills gap, action-research, educational technology, diagnostic*

## **Kakao Open Chat to Support English-Medium Instruction Classes: A Useful Tool**

Shaun Manning, Jamie Kim  
4/29/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

### **ABSTRACT**

Kakao Open Chat (OC) is a feature of Kakao Talk. OC is a free, anonymous open board that can be password-protected. One presenter employed English-medium instruction (EMI) with international law classes in the spring and fall of 2022. The spring semester was online-only (asynchronous video lectures), and the fall semester was face-to-face. The classes were large (n = 30-60 per class). In such conditions, students often hesitate to interact. We asked, "Will students use OC to ask for the information they need?" and "Will OC proceed in a safe and positive way?" Surveys were conducted after each semester to assess perceptions of OC, OC chats were downloaded and thematically analyzed, and volunteers were interviewed. Results show that using Kakao OC helps students learn course content and overcome the English barrier, and it contributes positively to learning in both asynchronous and face-to-face conditions. We offer suggestions for its use.

*Open Chat, English Medium of Instruction, asynchronous learning, free Apps, International Law*

## **Self-Directed Learning: Exploring the Continuous Professional Development of NESTs in South Korea**

Christopher Binnie  
4/29/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

This project explored the self-directed professional development (SDPD) that native English-speaking teachers (NESTs) in South Korea engaged in. Data was collected from 56 teachers who completed online questionnaires, 11 teachers of which also completed follow-up interviews. In the 12 months prior to the

study, only 35 teachers engaged in SDPD. Findings indicated that teachers with education degrees interested in pursuing long-term EFL/ESL careers were the most likely to participate in SDPD. Of the teachers that failed to participate, multiple factors hindered involvement (e.g. lack of necessity). Consistent with research literature, the study participants did not appear to engage in sufficient professional development to increase student learning outcomes, completing only 1.23 SDPD activities on average. Considering our findings, this presentation includes recommendations to tackle SDPD at the individual, accreditation, and context levels. Attendees working and/or advising in education contexts wishing to further their knowledge of effective SDPD practices (e.g. reflection) will find this presentation informative.

*South Korea, EFL, NESTs, teacher professional development, continuous professional development, self-directed learning*

### **The Designing of English for MICE: Target Language Needed by the Industry**

*Savika Varaporn*

4/29/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **English for Specific or Academic Purposes**

#### **ABSTRACT**

This study aims to investigate English target language required in the operation of MICE (Meetings, Incentives, Conferences, and Exhibitions) business in Thailand. Data were gathered from 30 employees and executives who have at least 7-year work experiences in MICE sectors. The questionnaire, supplemented by a semi-structured interview, was designed to explore situations where the English language is necessary for workers to function successfully in the MICE industry and to examine issues that might hinder the successful use of English. Major findings indicated that productive skills of English in the target situations such as briefing and explaining concepts, scopes, and details of a MICE event and delivering a sales pitch to a client in English were the most important. Problems and challenges that frequently hampered the effective English communication among MICE employees were also specified. Findings from this study yielded useful information and had considerable implications for designing the syllabus and materials in English for MICE. That is, the course content should include integrated skills of English, with an emphasis on productive skills.

*English for Specific Purposes (ESP), Needs Analysis in ESP, English for MICE*

### **Exploring World Englishes to Enhance Learners' Oral Skills**

*Raichle Farrelly*

4/29/2023 15:00-15:50

Invited Second Session

Featured/Invited

Synchronous (Onsite)

#### **Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

#### **ABSTRACT**

According to Ethnologue, there are approximately 378 million people who speak English as their first language and 743 million who speak English as an additional language. These data points tell us that our learners will likely have more interactions with people who speak English as an additional language than with “native speakers.” In this session, we’ll question the categories of “native speaker” and “nonnative speaker,” reflect on the role of English globally, and discuss features of World Englishes. Next, we’ll consider the decisions we make when establishing learning outcomes, selecting materials, and designing assessments that target English oral skills. How do we address learners’ needs, goals, and expectations while raising awareness about English as a global language? How do we prepare them for high-stakes tests while acknowledging the reality of language use in the world? During this session, we’ll evaluate

perspectives about standards and find ways to bring World Englishes into the classroom through thought-provoking listening and speaking activities that promote 21st-century skills, perspective-taking, and a desire to enact positive change in the world.

**Technology-Enhanced Collaboration: Possibilities and Challenges in Language Teaching and Learning**

*Francisca Maria Ivone*  
4/29/2023 15:00-15:50

Featured Session  
Featured/Invited  
Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

**ABSTRACT**

Over the years, language teachers have tried to design diverse and innovative collaborative language learning activities around readily available technology in the hopes that it will make language learning more meaningful, fun, and efficient. Nevertheless, technology is known to facilitate and sometimes hinder various forms of collaboration among language learners in face-to-face, blended, and online learning contexts due to several technical and non-technical reasons. Moreover, language learners' lack of knowledge and skills to work collaboratively with others often leads to 'unsuccessful' collaboration. This presentation explores some of the opportunities and challenges of employing technology-enhanced collaboration and emphasizes the importance of introducing language learners to the basic principles of collaborative learning that are often taken for granted. Several examples of collaborative face-to-face and online language learning activities are used to illustrate the intricacies of collaborative language learning design and highlight some lessons learned from the language classrooms.

**Advancing Tech Access: Demystifying Technology Jargon Through Explicit, Interactive Activities**

*Sohee Linda Lee, Jennifer Miyake-Trapp*  
4/29/2023 15:00-15:50

Workshop (50 mins Onsite)  
Synchronous (Onsite)

**Vocabulary**

**ABSTRACT**

Propelled by the COVID-19 pandemic, learning technologies have played a central role in facilitating educational experiences for students of all ages. Effective use of technology, however, requires functional understanding of the entailed lexicon, posing significant challenges to multilingual learners, especially to students studying abroad in higher education settings. Because technology vocabulary varies internationally and locally with university-specific technology jargon, terms can be easily conflated and confused. While the importance of academic vocabulary development in English for academic purposes (EAP) settings is widely established in the literature (e.g., University Word List, Xue & Nation, 1984; New Academic Word List, Coxhead, 2000), the explicit teaching of vocabulary associated with technology to support multilingual students' academic success has been overlooked. This interactive workshop presents creative ways English instructors can identify, teach, and reinforce technology vocabulary to ensure equitable access and student success appropriate for their teaching context.

*vocabulary, technology, access*

## **Genre-based Approach and Data-driven Learning for Teaching Business Email Writing**

Navinda Sujinpram

4/29/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**English for Specific or Academic Purposes**

### **ABSTRACT**

Email has become a requisite form of business communication. Effective business email writing means accomplishing a task while maintaining rapport. Therefore, teaching business email writing is not only teaching linguistic accuracy but also linguistic functions and genre knowledge. This study examined the effects of genre-based approach (GBA) and data-driven learning (DDL) to facilitate business email writing. The participants were 40 EFL university learners with elementary (n=20) or intermediate (n=20) English proficiency levels from diverse disciplines. They participated in an 8-hour course to write business emails. The data were collected from the pre-test and post-test, and a semi-structured interview. The findings from the t-test analysis revealed that the participants performed better ( $p = .000$ ) in the genre aspect after the intervention. Semi-structured interviews revealed that the participants were satisfied with the teaching approaches and found DDL useful for their business email writing in the future.

*genre-based approach (GBA), data-driven learning (DDL), corpus, business email writing*

## **The Effect of Task Based Language Teaching (TBLT) on English Spoken Production and Spoken Interaction among ESL University Students in Malaysia**

Nadia Rahman

4/29/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Task-/Project-Based Learning (TBL/PBL)**

### **ABSTRACT**

The purpose of this paper is to discuss the need to explore the effect of Task-Based Language Teaching (TBLT) on English spoken production and spoken interaction among ESL university students in Malaysia. Most Malaysian ESL tertiary learners are facing difficulties communicating in English even though they have learned to use the language in school and this motivated the researcher to investigate this alarming situation. This study is a quasi-experimental research that utilized a mixed method of quantitative and qualitative research design. 64 ESL pre-university students and 2 ESL instructors were involved in this experimental research and instruments such as pre-test and post-test were used to measure students' speaking performance. The Common European Framework of References (CEFR) for languages was used to identify students' speaking proficiency levels. The result showed that the TBLT teaching intervention contributed to significant improvement in the students' speaking performance.

*Task-Based Language Teaching, Spoken Production, Spoken Interaction, English as Second Language (ESL)*

## **Collaboration in Tertiary Educational Context and the Opportunities it Offers for Learning: A Mixed Methods Study**

Dr. Budour Ibrahim Albeshr

4/29/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Education Management**

### **ABSTRACT**

The study aimed to investigate the importance of a collaborative educational environment for teachers and students. Teachers' and students' perceptions toward collaboration were investigated through a questionnaire and interviews. The study used a mixed methods approach using quantitative data based on a questionnaire and qualitative data collected from interviews. Sixty students and forty teachers from

different universities completed a semi-structured questionnaire, and twenty students and teachers were interviewed. The findings revealed that when teachers encouraged collaborating among others, this had a strong positive impact on the development of students' higher-level thinking skills and in boosting their level of confidence and self-esteem. It would also give students the courage to help less-educated people and encourage them to get educated. Also, teacher collaboration positively impacts student achievement and allows educators to explore new horizons. The results also implicate that collaboration among educators and students helps brainstorm creative ideas. The study concluded with recommendations for students and teachers as well as suggestions for further research.

*collaboration, self-confidence, sharing and learning*

### **Library Use : Promoting Students' Learning**

*Mani Ram Sharma*

4/29/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **Reading**

#### **ABSTRACT**

This research examines how libraries are utilized in Nepalese community and institutional schools and how this affects student learning attitudes and behaviors. Despite libraries providing several educational resources, there has been little research into their use in Nepal. The study focused on how schools use libraries to promote learning, given that students typically only study during class time and exam preparation. The data was collected through field notes and interviews with eight participants, including one teacher and one student from two community and two institutional schools. The study found that teachers in community schools infrequently visit libraries and provide little encouragement for their students to use them. This research highlights the importance of libraries as an essential educational resource. The study's conclusions can assist policymakers, educators, teachers, and readers who wish to enhance library practices and promote better learning outcomes.

*library-use, e-library, athenaeum, school education, maker space*

### **Exploring Refugee Students' Funds of Knowledge for English Language Teaching**

*Dr. Ivy Chan*

4/29/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **Social Justice Issues**

#### **ABSTRACT**

This research explores a Funds of Knowledge (FoK) approach to ELT in a Malaysian refugee learning center. To promote social justice in quality education for refugees, teachers can harness this asset-based approach to capitalise on a learner's knowledge, skills, experiences, and practices that can contribute to one's well-being. FoK literature revealed few studies lie at the intersection of FoK and refugees' literacy. This study utilised a case study approach to find out how five refugees, whose English is not their first language, learn English. Data comprised of interviews observations, and artefact collection. Open and axial coding methods were done on NVivo 12 Plus. The findings presented five FoK types and discussed how these five FoK can be implemented to support refugees' ELL. With increasing numbers of refugees worldwide, this study's implications are timely in informing stakeholders and researchers to support ASRs' education and integration into society.

*social justice, language teaching, education*

## **Reading Out Loud: A Communicative Approach to Reading Skills**

*Martin J. Murphy*

4/29/2023 16:00-16:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Reading**

#### **ABSTRACT**

In contrast to the Japanese high school EFL context which tends to be passive and teacher-centered, this presentation introduces a learner-centered, communicative approach to university EFL reading. Here, comprehension is developed through a collaborative process where learners negotiate the meaning of text, with teacher input as necessary. In small groups or pairs, learners infer the meaning of new words from context, discuss the meaning of texts, and focus on discourse markers. This approach also employs extensive reading, where learners write reports and explain what they were able to grasp from graded readers, all in English. The presenter will show results from comprehension tests, actual student-written examples of 'book reports,' and survey results which show increased motivation towards reading and English lessons generally. The approach is a 'strong' version of task-based learning (Ellis, 2018), rooted in the principle of "using English to learn it (Howatt, 1984:279)," applied to a reading class.

*Reading, Communicative, Task-based learning, extensive reading*

## **Lights, Camera, Interaction: Developing the Four Skills Through Collaborative Filmmaking Projects**

*Brett Davies*

4/29/2023 16:00-16:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

In recent years, the number of CLIL (Content and Language Integrated Learning) classes has increased dramatically in universities across Asia. While the approach is intended to increase student independence, my observations suggested that classes are often lecture-based and teacher-centred. Learner interviews revealed further problems: some students' independent research was performed in their L1, and some struggled with understanding and discussing new concepts in English. This led to the development of a CLIL-based class for university students in Japan, in which groups of learners collaborated on creating short movies. This presentation will outline some elements of the course, from learning basic screenwriting, to rehearsal of actors, and finally to making a five-minute narrative film. Questionnaire responses show that the students' motivation increased throughout the course, and that their confidence in using the Four Skills improved. These findings have implications for wider use of collaborative activities to improve L2 motivation and competence.

*Content-based learning, project-based learning, filmmaking, learner motivation, creative writing*

## **"What Next?": Reflecting on the Design and Efficacy of Pre-service Teaching Workshops**

*Dr. Tony Cripps*

4/29/2023 16:00-16:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Novice English teachers in Japan at junior and senior high schools are facing challenges for which their pre-service training has failed to prepare them (Mouri, 2020; Tahira, 2012). In addition, the support structure for English teachers in the public system is wholly inadequate. This presentation explicates a research project that aims to understand and support the practical needs of pre-service English teachers who intend to teach at junior and senior high schools in Japan. Pre-service teachers of English (n=20)

were asked to identify what topics they would like to be included in teacher-training workshops designed to address their needs. In 2022, two workshops were held based on these perceived needs. This presentation will focus on the efficacy of these workshop based on the participants' feedback. The presenters will map out the design of future workshops and argue for the necessity of practical support considering the current teacher-training structure in Japan.

*Practical support, pre-service teachers' needs, teacher training, teaching workshops*

### **Novice Learners' Collaborative Work in Reflective Discussion Activities**

*Akie Fukushima*

4/29/2023 16:00-16:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

#### **ABSTRACT**

This study focuses on how reflective discussion activities is sequentially organized and collaboratively achieved by low-level learners who have limited opportunities for managing interaction. The study examines 34 video recordings of paired post-reading discussion activities among Japanese high school students using conversation analysis as a theoretical and analytical framework.

Based on the preliminary analysis, the participants use what they have read as a shared resource to maintain conversation. When one participant has difficulty speaking further and there is a pause, the other treats it as a difficulty that both have to bear responsibility for. Reading the common material during class has enabled this practice. Additionally, it allows the other participant to make up for the initial difficulty, helping in constructing further turns or shifting to another topic. The results show the novice learners' collaboration functions as affordances to explore their thought and indicate possible teachers' roles as mediators of learning.

*peer-talk, novice learners, conversation analysis, post-reading activity, mediation*

### **Generating In-Depth Understanding of Classroom Motivation via Exploratory Practice**

*I-Cheng Wu, Yulin Chen*

4/29/2023 16:00-16:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Motivation / Identity / Agency**

#### **ABSTRACT**

This study illustrates how Exploratory Practice (EP) prompts teachers and learners to collaborate in gaining mutual understandings about the quality of life in the language classrooms. Participant observations and learner interviews were conducted in two undergraduate English courses in Southern Taiwan University of Science and Technology. Learner reflective dairies, post-class learner reflective writings and teaching journals were also gathered in an attempt to understand how motivation is co-constructed by teachers and learners in class. Results of the study reveal that EP plays a crucial role in the circulation of a positive classroom motivation cycle through ongoing teacher-pupil communication and teacher reflection. EP urges effective communication in the classroom and this consequently fills the gap of the motivation cycle and prevents misunderstandings between teachers and learners. Research findings suggest that the adoption of EP can be beneficial to teacher motivation as well as learner motivation through participants' understandings about classroom life.

*Motivation / Identity / Agency*



**Using Google Classroom to tackle students' problems with writing skills in EFL classroom**

*Kornig SOK*

4/29/2023 16:00-16:50

Partner Session

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

**ABSTRACT**

Teaching writing has been an issue in EFL classroom as teachers need to spend time providing feedback on students' work. Also, it lacks interaction between students and students. The advancement of technology, nonetheless, has brought about new approaches in teaching writing. It particularly makes learning outside the classroom not just achievable, but also interactive and fun. This study explores how Google Classroom can be used as an online learning platform to tackle students' problems with writing skills. There are three significant stages in this study including the first observing stage which students are encouraged to participate in online discussions without worrying of writing and grammatical errors. Stage two, feedback stage, involves the teacher providing feedback and correction on the work that the students produce in stage one. In the last stage, the students practice their writing through using the target language points learnt inside the class to communicate and discuss with their peers. The last part of the presentation will discuss practical tips and activities in Google Classroom which teachers can implement in their own class to boost students' writing.

*Google Classroom, Teaching Writing, Students Feedback*

**BrainPOP Jr. 101: Aiding Students with Collaboration and Digital Literacy**

*Gabriel Macedonio Ledezma*

4/29/2023 16:00-16:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

**ABSTRACT**

English education in EFL has always straddled the line between competitive core curriculum and edutainment. The pandemic came to spotlight an inevitable shift regarding the necessary collaboration between shared technology in the classroom and at home. ELL instructors have had to remain one step ahead of the digital curve to ensure that classroom and parent expectations are met. Instructors are left with the dubious task of fostering engagement with their students, in and often outside the classroom, but where to start? This workshop reviews in-class research and instructors will be presented with a specific forum that provides media and modules to construct lessons and curriculums that help students from all levels better understand core concepts in language arts. Participants will discuss and formulate engaging ways to foster the usage of keywords and incidental language through channels of humor, review, and gamification, which supports collaboration and engagement with all students.

*online, offline collaboration*

**Using Google Docs For Collaboration In Schools On Material Preparation**

*Michael Mielke*

4/29/2023 16:00-16:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

**ABSTRACT**

Many teachers working in private language schools or in the public and private elementary, middle and high schools have limited time for material preparation. Some have access to shared resources that individuals have made and posted on various websites, which may or may not be behind paywalls. But even these resources never seem to match ones own particular teaching situation, or the materials may

actually be quite flawed. A solution to this problem would be to collaborate with colleagues in your own school or with others in a similar teaching environment using Google Docs. This workshop will show a real case study of a collaborative effort of three teachers to make materials at a private children's English language school in Japan that enhanced our classrooms and matched perfectly with the vocabulary and targets in our textbooks. Finally, the participants will be able to try their hand at collaborating on a small project.

*Materials writing, teacher development, collaboration, online tools*

### **Operationalizing Reflective Practice for Language Teachers**

*Thomas S.C. Farrell*

4/29/2023 16:00-16:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Reflective Teaching Practice**

#### **ABSTRACT**

We must enter, not evade, the tangles of teaching so we can understand them better and negotiate them with more grace, not only to guard our own spirits but also to serve our students well. This workshop invites participants on a reflective journey through the lens of the Reflective Practice Framework, which includes exploring a language teacher's philosophy, principles, theory, practice, and critically reflecting beyond practice.

### **The Effects of Strategic Planning on Oral Tasks of Taiwanese College Learners** Partner Session

*David Blasco*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Task-/Project-Based Learning (TBL/PBL)**

#### **ABSTRACT**

This study aims to explore ways of enhancing EFL students' oral skills using task-based language teaching (TBLT) through telling short stories in a classroom environment in Taichung, Taiwan. For this study, 54 students were enrolled in an EFL course titled 'English Oral Communication' and 'English for Leisure and Culture' from the Fall semester of 2022 to the Spring semester 2023. All the participants were required to tell a short story according to a set of pictures that the teacher-researcher gave them. To do so, the researcher randomly but not evenly assigned the participants into two different teaching methods. One teaching method, the planning group, allowed students to prepare their short story for 10 minutes. The second teaching method, the no planning group, required students to tell their short story immediately without prior preparation.

*Task-based, oral skills, planning, story, accuracy*

### **Basic Psychological Needs Observed in a Self-Directed Learning CLIL Course**

*Phillip A. Bennett, Haruka Ubukata*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Other Issues**

#### **ABSTRACT**

In this presentation, the researchers will share findings from a research project of a CLIL course. The course focused on the facilitation of self-directed learning through the use of massive open online courses (MOOCs). Students received written advice from their instructors in their weekly learning journals and worked collaboratively with their peers, sharing ideas and realizations about their MOOC learning experiences. Through a deductive approach using basic psychological needs theory (a sub-theory of the

self-determination theory (Ryan & Deci, 2017), the researchers coded the learning journals and final presentations of students (N = 15), identifying the emergence of the basic psychological needs (i.e., autonomy, relatedness, and competence). The implications shared in this presentation will be of benefit to teachers who aim to support students' motivation, capacity for self-directed learning, and the development of learner autonomy.

*CLIL, MOOCs, self-directed learning, Self-Determination Theory, Basic Psychological Needs*

### **A PBL-infused Business Communication Course Bringing EFL College Students Closer to Workplace**

*Kuan-Chun Eleen Yu, Jeng-yih Tim Hsu*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Task-/Project-Based Learning (TBL/PBL)**

#### **ABSTRACT**

The current study proposed to integrate Problem-Based Learning into a college business communication course designed for English majors at the Department of English in a public university of science and technology in Taiwan. This study intended to examine students' learning engagement and overall course effectiveness in the course infusing PBL learning.

The research instruments consisted of both quantitative and qualitative methods, including learning engagement scale for college students (LESCS), the classroom teacher reflection notes, student interviews, and final course evaluation. The quantitative data were interpreted by using SPSS instrument to investigate pre-, mid-, and post- learning difference. The qualitative data presented the course effectiveness by looking into teacher reflections, student interviews, and reflections on course evaluation. The findings indicated: (1) PBL as an underpinning teaching method helped the participants engage, and (2) PBL, bringing in real-world issues, was embraced and considered an option to be adapted in EFL business courses.

*PBL, business communication, EFL college learners*

### **Maximizing Communication:**

#### **Promoting Translanguaging in a Multilingual Task-based English/Japanese Project Course**

*Ben Rentler, Izumi Koyama*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Task-/Project-Based Learning (TBL/PBL)**

#### **ABSTRACT**

The use of L1 in the language classroom is a highly contested concept; however, an increasing number of studies have identified positive outcomes directly tied to L1 integration and learners' target language development (Carstens, 2016; Scopich, 2018; Yamaguchi, 2018). Specifically linked to increasing a learner's self-efficacy, confidence, and willingness to communicate (WTC), translanguaging has proved to be an invaluable pedagogical tool in language classrooms. In the Japanese context, WTC has been shown to be a strong determining factor in student output of their target language, particularly concerning group-focused activities (Aubrey, 2011; Yamaguchi, 2018). Using field notes, a pre-and post-class survey, and interviews with participants, this study explores the possibilities and challenges of a Japanese/English communication class where translanguaging was encouraged. The findings of the study suggest that promoting translanguaging in the language classroom positively impacted student self-efficacy as language learners and their WTC.

*Translanguaging, Willingness to Communicate (WTC), Multilingualism, Task-Based Learning (TBL)*

## **Locally Routinized Categorization for Pretend Play: Microanalysis of Preschoolers' Interactive Book Reading**

*Haruka Kikuchi*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

This study highlights the effective implementation of Interactive Book Reading (IBR) in children's L2 learning: a well-recognized activity to facilitate children's active participation and literacy development in L1 contexts (Wasik & Bond, 2001). Using conversation analysis, the study analyzed 391 minutes of video-recordings of actual interaction between a teacher and preschool-aged children at an English immersion afterschool in Japan. The microanalysis details the teacher's storytelling strategy that routinely categorizes the children as story characters through the use of repetitive utterance rhythm, prompts, and escalated affective stances. The categorization implicitly guides them to perform the appropriate character enactment timely, thereby positioning them as co-storytellers. It demonstrates such enactment is recycled by the children as a means of formulating incipient agentive L2 storytelling. The study argues IBR through pretend play affords young novice L2 learners affectively-charged storytelling practice, thus proposing one alternative approach to IBR to teachers in similar contexts.

*conversation analysis, teacher-children interaction, interactive book reading, teacher development*

## **Across Three Languages: The Translingual Practices of Trilingual Basic Writers**

*Mark Dressman*

4/29/2023 16:30-16:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Writing**

### **ABSTRACT**

We report findings from the analysis of essays written by 113 first-year university students that have implications for teaching beginning L2 writing in Korean contexts. The essays were written in three languages: Standard Arabic, French, and English at two major public universities. Three equivalent prompts in each language were developed in which students were asked to make and defend a choice between two alternatives, one per essay. The essays were scored by teachers literate in all three languages and each essay was coded by two graduate students for evidence of translingual practices across the three essays. Five categories of translingual practices were identified, serving different communicative and rhetorical purposes. A significant positive correlation was also found between the amount of translingual practice identified in the writers'™ essays and their holistic scores, sentence complexity measured by t-units, and word count. After presenting our findings, we hope to extend our discussion to translingualism in Korea and invite discussion from the audience.

*Translingualism, Translanguage, Basic Writing*

## **English as an International Language: What It Is and What It Isn't**

Jack C. Richards

4/29/2023 17:00-18:00

Invited Second Session

Featured/Invited

Synchronous (Onsite)

### **Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

#### **ABSTRACT**

The spread of English as an international language has challenged traditional understandings of what English is and what the goals of learning and teaching English are. Concepts such as “native English speaker,” “second language learner,” “ESL,” “EFL,” and “communicative competence” have had to be revised as a result of the emergence of English as a global lingua franca. The term “English as an international language” is one of several that have gained prominence as the TESOL profession seeks to adapt to the realities of the spread of English beyond its traditional territories. In this presentation, the nature of English as an international language will be reviewed and the implications it raises for the teaching of English.

## **Standardised Language Tests - An Unexplored Tool for Teacher Development?**

William Tiley

4/30/2023 10:00-10:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Scholars have long supported the idea that teachers of languages can themselves benefit from learning a language as it can enable educators to reflect on their own pedagogical methods and understand the experiences and challenges that face language students (Cornwall & Kato-Otani, 2013; Ellis, 2006). Additionally, in the highly international modern world, institutions and employers are now highly dependent on standardized language examinations to assess candidates, making standardized testing an almost essential part of modern language education. Logically, this suggests that in order to build mutual understanding and develop classroom methodologies, taking a standardized test in a second language should be a beneficial experience for language teachers. This presentation will introduce the findings of an interview based research project that explores how taking the Japanese Language Proficiency Test (JLPT) influenced the teaching methodologies and student empathy of several teachers of English at Japanese universities, and show how taking a standardized test - be it JLPT, TOPIK or anything else - can be an excellent way for language teachers to develop their professional skills.

*Standardized Testing, Teacher Development*

## **The Impact of Gamified Instruction on Japanese English Language Learners' Motivation**

Tyler Mitchell

4/30/2023 10:00-10:25

Research Report/Paper (Asynchronous)

Synchronous (Onsite)

### **Motivation / Identity / Agency**

#### **ABSTRACT**

The effects of gamified instruction via the Classcraft website on Japanese ELLs' self-reported motivation levels are explored in this study. Classcraft is geared toward increasing ELLs' motivation to study English by 'gamifying' the classroom through game elements like points, rewards, leveling, and teamwork. A2-level (the CEFR equivalent of elementary level) students across four compulsory Listening and Speaking classes at a university in western Japan were chosen for this study. Similar to traditional role-playing video games (RPGs), the participants were required to create and 'level-up' online avatars with points they acquired through good in-class behavior and performance. To measure changes in motivation over the course of the semester, the two instructors involved in the study recorded observational data and

conducted pre- and post-study surveys. The data suggests that while students generally had a positive outlook on the rewards Classcraft offered, it had a negligible effect on their motivation.

*Gamification, Classcraft, Japanese ELLs*

### **Utilisation of Kahoot! in University Pathway Programs**

*Mitchell Clark*

4/30/2023 10:00-10:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **English for Specific or Academic Purposes**

#### **ABSTRACT**

This presentation will focus on utilising Kahoot!, which is described on the website as a platform 'to create, share, and host learning sessions that drive compelling engagement'. The presenter utilises Kahoot! to supplement core teaching materials and increase learner motivation while delivering intensive university pathway programs for international students in Australia. Recent second language acquisition research has investigated the importance of the learning environment for skills development, including studies related to the positive motivational impact of gamification resources (Dianati, Nguyen, Dao, Iwashita & Vasquez, 2020). Learners with high motivation and a low level of anxiety are better equipped for success. Gamification is especially valuable method to lower the affective filter in language classrooms. The presenter will demonstrate how Kahoot! provide opportunities to broaden the learning experience and develop multiple language skills. The session will include examples of quizzes based an extensive range of academic themes. Audience members will have an opportunity to participate in some interactive Kahoot! quizzes and a discussion about experiences with using gamification as a pedagogical resource.

*Kahoot!, gamification, international students, university pathway programs*

### **Extensive Listening and Viewing in Listening Courses**

*Francisca Maria Ivone*

4/30/2023 10:00-10:50

Invited Second Session

Featured/Invited

Synchronous (Onsite)

#### **Listening**

#### **ABSTRACT**

Extensive Listening and Viewing, unlike the more established extensive reading approach, is still in its infancy but has gained popularity in the last decade. Yet, many continue to mix up “extensive listening” with “extended listening” and “intensive listening,” and believe that viewing and reading should not be included in foreign/second language listening activities. A reformation is necessary to make language teachers and learners aware that improving learners’ proficiency in the target language requires more than a couple of hours of intensive listening classes. This presentation will first define extensive listening and viewing and explain why they are important. It will then show how extensive listening and viewing are integrated into intensive listening courses taught at a university’s English Department in Indonesia, making students not only more aware of what they need to listen to and the techniques they can use to suit their needs and listening style, but also more motivated and confident in performing listening activities.

## **Laying the Foundation for Classroom Collaboration**

*Nikki Ashcraft*

4/30/2023 10:00-10:50

Featured Session

Featured/Invited

Synchronous (Onsite)

### **Task-/Project-Based Learning (TBL/PBL)**

#### **ABSTRACT**

Research on second language acquisition highlights the critical role of interaction for language learning, and current teaching methods encourage teachers to employ collaborative learning approaches utilizing pair and group activities. Still, classroom teachers often struggle to engage learners in activities that require collaboration with their classmates for successful completion. Learners may not feel comfortable interacting with others, not know how to interact collaboratively, nor have the language to do so. This session outlines the conditions that support collaboration between learners when participating in communicative and task-based language learning. These conditions include having a sense of class community, the establishment of interactional norms, learners' facility with interactional language, and the design of tasks that require the collaborative involvement of all learners. Participants will leave this session with practical guidance for establishing these necessary conditions in their own classrooms to enhance the level of learner-to-learner collaboration.

## **Mental Health and the Intersections of a Korean University EFL Classroom**

*Daniel Sipes*

4/30/2023 10:00-10:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Mental health may be a neglected piece of the solution for those who want to embrace the vocation of an educator to both see their students succeed in learning English and have full meaningful lives. This workshop will provide a brief overview of the buzzwords "mental health" and lay out some useful definitions for a more helpful discussion of the topic. Then the workshop will engage in conversations to think about how the three spaces of higher education, Korea, and EFL affect mental health. The presentation will conclude by giving some resources which students and educators might find helpful.

*Mental Health, University, Korea, EFL*

## **Sharing Your Strengths: Make and Deliver a Conference Presentation**

*Roger Fusselman*

4/30/2023 10:00-10:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

### **Informal Learning / Affinity Spaces / Communities of Practice**

#### **ABSTRACT**

One of the most effective techniques to develop strength and confidence in teaching is produce a conference presentation for a wider audience. It connects the speaker to other professionals, allowing oneself to grow professionally. However, many teachers are intimidated by preparing and delivering a conference proposal. This presentation draws from the presenter's own extensive experience in different types of conferences over at least a decade. The presentation shows how to write an effective abstract, integrate the intended material for presentation, pace and organize the presentation within the set time, respect the audience's context, and manage other considerations for a successful conference presentation. Expect to interact with others on these topics and to learn helpful tips and techniques for any presenter. Regardless of your experience as a presenter yourself, you will find this presentation enlightening.

*Public speaking, Conference presentations, Communities of competence, Personal growth.*

### **Training Summarization: Much More Than a Test-Taking Skill**

*Matt Saunders, Misato Saunders*

4/30/2023 10:00-10:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Assessment / Testing**

#### **ABSTRACT**

Summarizing is a language device that we all use daily to communicate our experiences and learned knowledge with others. However, it can be a difficult skill to acquire and master for language learners. This workshop will provide hands-on experience in how to prepare materials and train students to improve their summarizing skills for both listening/speaking and reading/writing. Using question-types based on the Pearson Benchmark Test, we will show techniques for improving students' scores and how these skills apply to a much wider, richer context in real-world language use. Workshop participants will collaborate with presenters to create practice materials and learn about a variety of delivery methods for students to use both in class and at home.

*Summarizing, Pearson Benchmark Test, Positive Washback, Speaking, Writing*

### **Chat GPT in TESOL: Friend or Foe?**

*Daniel Bailey*

4/30/2023 10:00-10:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Education Management**

#### **ABSTRACT**

The use of language model technology, such as Chat GPT, in TESOL education has the potential to revolutionize the way we approach language learning and writing instruction. In this presentation, we will explore the various ways in which Chat GPT can be incorporated into TESOL classrooms to enhance student engagement, improve writing skills, and facilitate the exploration of complex texts and ideas.

First, we will discuss the basics of Chat GPT and how it works, including its ability to generate human-like text and converse with users. Next, we will examine the various pedagogical applications of Chat GPT, including its use in writing exercises, text-based discussions, and language learning activities. We will also discuss the potential benefits of using Chat GPT in the TESOL classroom, including its ability to adapt to the needs and abilities of individual learners and its potential to support personalized learning.

Finally, we will share practical tips and strategies for integrating Chat GPT into TESOL lesson plans and activities, as well as suggestions for managing and evaluating its use in the classroom. Through a combination of research, case studies, and hands-on demonstrations, this presentation will provide TESOL educators with a comprehensive overview of the benefits and best practices for using Chat GPT in language learning and writing instruction.

By attending this presentation, TESOL educators will gain a deeper understanding of the role of Chat GPT in language learning and writing instruction, as well as the tools and strategies needed to effectively integrate this technology into their own classrooms.

*Chat GPT, TESOL education, language learning, writing skills, reading skills, technology integration*



**Bilingual Education in a Globalized Age:  
An Ecological Perspective on Two Chosonjuk Schools in China**

Chang Chih-Hao  
4/30/2023 10:30-10:55

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Culture & Cross-/Intercultural Perspectives**

**ABSTRACT**

Drawing on ecological perspectives, this study investigates changes in the bilingual education of ethnic Koreans in China in the context of globalization. Focusing on two Chosonjuk (ethnic Korean in China, 朝鲜族) schools in Northeast China that experienced challenges due to declining enrollment as a result of the increasing popularity of attending Han (ethnic Han Chinese, 汉族) schools, this study discusses the ways in which these two schools repositioned their bilingual programs to leverage the Korean (Chosonmal, 朝鲜话) and Mandarin (Putonghua, 普通话) languages as linguistic capital and the ways in which such repositioning affected the school choices of Chosonjuk families and other student families. Our findings show that these two schools implemented a series of changes, including the provision of individualized instruction to students to meet their specific needs and the enrollment of Han students and international students from South Korea who were interested in learning the Korean or Mandarin languages. These practices increased the attractiveness of the two schools to families with a variety of needs and concurrently created an inclusive educational environment for the students.

*Bilingual Education; Ethnic Minority; Individualized instruction*

**Horizontal Collaboration: Intra-departmental Integration as a Bedrock for SLA**

Iain Maloney, Jaime Morrish  
4/30/2023 10:30-10:55

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Creativity / Critical Thinking / 4Cs**

**ABSTRACT**

Horizontal integration across university curricula is an oft cited ambition but one which frequently falls foul of instructor individualism, on the ground realities, and communication shortfalls. We put to the test the theory that inter-syllabi coordination could prove beneficial for second language acquisition. In one class, students worked on cooperative projects, including making a short movie. In another, they studied creative writing, producing their own poems, stories and scripts. In a third, they were learning academic writing with a particular emphasis on peer review skills. However there was no specific integration between these three syllabi. When it was discovered that nine students were enrolled in all three courses, it presented an ideal opportunity to test horizontal integration in a controlled real-world context. This research report will explore the theories behind horizontal integration before explaining the methodology of the experiment, the results and the lessons learned for the future.

*Reflective teaching practice, curriculum design, creativity, writing, drama, content based instruction*

**An Investigation into the Vocabulary Size of Taiwanese Junior High School Students**

Yuhsiang Kao, Jeng-yih Tim Hsu  
4/30/2023 10:30-10:55

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Vocabulary**

**ABSTRACT**

This study examined the vocabulary size of junior high school students in southern Taiwan. Altogether, 343 participants from two junior high schools, 1 urban and 1 rural, in Kaohsiung City Taiwan participated.

The data were collected by the Test of the First 1,000 Words of English (Nation, 1993), and the 2,000-word level and 3,000-word level tests of the revised version of Nation's Vocabulary Levels Test (Schmitt, 2000). The averaged vocabulary size of the first-, second-, and the third-year students were 503, 534, and 658 words respectively.

The results indicated that the junior students of higher academic levels carried a larger vocabulary. Moreover, the vocabulary size of the urban students was found to have a slighter lead than that of their counterparts in the rural area. The findings could suggest possible improvements for the teaching and learning of English vocabulary for the junior high school classrooms in Taiwan and Asia.

*English vocabulary size, EFL, junior high schools*

**Collaborative Approaches to Teacher Development for Language Teachers** Plenary Session

*Jack C. Richards*

4/30/2023 11:00-12:00

Featured/Invited

Synchronous (Onsite)

**Teacher Education / Professional Development**

**ABSTRACT**

One of the greatest resources a school has is its teachers. In any school, there are teachers with varied experience, knowledge, and skills; and both the school and its teachers can benefit by learning from each other through different forms of collaborative professional development (CPD). Collaborative approaches to learning are central to current pedagogies of second language teacher education. In this presentation approaches to CPD will be discussed, including teacher support groups, lesson study, teacher research, and online professional communities, as well as the opportunities and challenges involved in implementing CPD.

**Learning from Others Without Shame: Reflections on Collaborative Caring in Teaching Practice**

*TEO Shi Ling*

4/30/2023 12:00-12:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Reflective Teaching Practice**

**ABSTRACT**

Collaborative caring is "creating relationships that honour the connections and the space [students and university teachers] need to more effectively continue to develop our capacities, insights and talents so that we might come closer to fully realising our personal and professional potential" (Sumsion, 2000, p.174). I believe it is important to take a care ethics perspective on collaboration in education. In discussing the aim of education, Noddings (2012) argued for a shift in focus from high test scores to that of helping students discover their strengths and purpose in life, which means that cooperation should be prioritized over competition. In this presentation, I seek to extend understanding of collaboration by drawing on my experience of collaborative caring as a lecturer in Singapore's English teacher education. I refer to anecdotes from my English classes and qualitative student feedback I received between 2019 and 2022 to deduce the impact of caring methods.

*collaborative caring, care ethics, teacher education, reflective teaching practice*

## **What Makes Reading Hard Besides Vocabulary and Grammar? Parsing Long Sentences**

Joe Curd

4/30/2023 12:00-12:25

Pecha Kucha (Onsite)

Synchronous (Onsite)

### **Reading**

#### **ABSTRACT**

In classrooms a fair amount of time is given towards top-down activities: i.e. activating schema. Yet as Swan and Walter point out (2017), comprehension difficulties are likely the result of bottom-up deficiencies. One of which, needed for the Korean College Entrance Exam (SAT), is parsing long sentences with multiple clauses and/or multiple verbs and nouns.

Sentence Diagramming is a rather old-fashioned method of teaching grammar to native speakers. It is sometimes used in Korea today. A search on <https://academic.naver.com/> reveals nothing specific to learners in Korea. This makes one wonder: is sentence diagramming a waste of time?

In my experience, diagramming helps students but as with any method, there are limitations. This pecha-kucha discusses how diagramming can help students, which students it can help, and what skills it can help improve. This pecha-kucha also discusses its pedagogical limitations as a method.

*Reading Comprehension, Parsing, Grammar*

## **Teacher Empowerment through Collaboration: Teaching Grammar as a Meaning-Making Resource**

Christine Anita Xavier

4/30/2023 12:00-12:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Grammar**

#### **ABSTRACT**

This paper will discuss the benefits of the collaborative efforts of a team comprising seven EL teachers from a Singapore primary school and an EL academic from the local, national institute of teacher education engaged in an action research (AR) project. The AR project focused on the teaching of grammar as a meaning-making resource within the EL writing classroom. The project involved professional development sessions on the knowledge of grammar as a meaning-making resource, the revision of existing instructional materials to integrate the teaching of grammar within the teaching of writing, and the actual classroom teaching of grammar as a meaning-making resource in writing. Based on findings from interviews of two teachers on the team who were involved in the classroom teaching phase, the paper will present how such a collaborative project can be empowering in terms of enhanced teacher knowledge and improved teaching practices in the EL writing classroom.

*grammar, writing, meaning-making, collaboration, empowerment*

## **Any Last Requests?**

Roger Fusselman

4/30/2023 12:00-12:25

Pecha Kucha (Onsite)

Synchronous (Onsite)

### **Creativity / Critical Thinking / 4Cs**

#### **ABSTRACT**

This pecha kucha presentation is extemporaneous and based on audience suggestions about TESOL. The presenter asks the audience about topics at the conference they wanted to hear but didn't get a chance to hear about. Key words will be put on a whiteboard or in a small notebook. The presenter has pecha-kucha slides prepared - 20 slides timed at 20 seconds each - but does not know in advance what topics will be requested. With the topics suggested, the presenter begins the presentation, addressing topics from the audience while connecting them to pecha kucha slides prepared in advance. The pictures

may inspire connections or word choice while the presentation occurs. The pictures themselves will be simple, appropriate for public viewing, but unrelated to TESOL or other related fields. The presentation lasts six minutes and 40 seconds. The goal is that those in attendance see the topics suggested in a more creative, connected, and entertaining light.

*Pecha kucha, TESOL, Extemporaneous speaking.*

### **Virtual International Trips: Promoting Cross-Cultural Learning and Global Citizenship at Home**

*Sohee Linda Lee, Jennifer Miyake-Trapp*

4/30/2023 12:00-12:25

Pecha Kucha (Onsite)

Synchronous (Onsite)

#### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

With international travel disrupted during the COVID-19 pandemic, the Graduate School of Education and Psychology (GSEP) at Pepperdine University developed virtual international trips to uphold its commitment to global leadership and change. Building off years of successful international travel, faculty and instructional designers collaborated to create synchronous and asynchronous online experiences intended to simulate on-ground itineraries. Follow the entire design process from iteration through implementation, explore the projects' challenges and successes, and experience the highlights of this unique virtual learning journey. Importantly, see how intercultural perspectives and GSEP's six filters of analysis are incorporated throughout to promote global awareness and authentic collaboration.

*virtual learning, technology, intercultural perspectives, international collaboration*

### **Collaborating on Cross-Cultural Connections: Promise, Pitfalls, and Cosmopolitan Potential**

*Lindsay Herron*

4/30/2023 12:00-12:50

Featured Session

Featured/Invited

Synchronous (Onsite)

#### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

In an increasingly interconnected world seemingly rife with xenophobia, prejudice, and division, there is a clear need to cultivate compassionate, reflective, open-minded orientations in students. One way to do so might be via cross-cultural connections – to facilitate interaction between our students and diverse others so everyone involved can encounter a variety of perspectives and uncover “new vistas for investigation and self-discovery” (Campano, 2007, p. 19), opening up new horizons, new possibilities, and the kind of “embodied cosmopolitanism” brought about by “wonder, triggered by substantive encounters with the new” (Hansen, 2014, p. 9).

It can thus be quite beneficial for educators to team up global peers to create a cosmopolitan “third space” (Gutiérrez, 2008) where their students can interact with each other. Indeed, this kind of collaboration between classrooms can be a powerful and motivating approach to education – but it comes with potential pitfalls, as well. Having collaborated with educators around the world on online intercultural exchanges, I'll offer in this presentation a dissection of my own experiences: the highlights, joys, and benefits, as well as the problems, drawbacks, and disappointments. The presentation will conclude with advice and suggestions for collaborating with international colleagues on online intercultural exchanges, with the ultimate aim of crafting an enjoyable, positive, uplifting experience for everyone.

## **A Pronunciation Toolkit for English Instructors**

Tamara Jones

4/30/2023 12:00-12:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

Comprehensible pronunciation is an essential part of our students' successful communication. However, it can be difficult for teachers to know what to focus on when our learners have so many challenges. As well, integrating clear and helpful instruction, along with opportunities for practice, can be a struggle in an already jam-packed curriculum. In this workshop, participants will explore the core features of pronunciation that have the most significant impact on our students' intelligibility. The speaker will demonstrate techniques for addressing these elements of speech using everyday items that teachers can carry in their pronunciation "tool kits" to help students master core pronunciation features in a practical, fun way. In addition, the speaker will demonstrate how this practice can be seamlessly incorporated into existing lessons. Session participants will leave with "toolkits" of their own, as well as engaging ideas they can put into practice in their own classrooms immediately.

*pronunciation*

## **Extra! Extra! Creating an English for Journalism Course Using the 4Cs Framework**

Nicholas Medley

4/30/2023 12:00-12:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

### **ABSTRACT**

Journalism presents an ideal opportunity to engage with the CLIL 4Cs (content, cognition, culture, and communication). During the news writing process, students must think critically to develop story ideas on topics they believe will interest their readers. They then gather information on that topic through online research and one-on-one interviews with people in the community. Finally, they write, edit, and publish their stories following journalistic style. In this workshop, the presenter will briefly outline an English for Journalism course at a private university in Japan and explain how it attempts to incorporate the 4Cs into the class. Using this framework, student feedback on the course, and the presenter's reflections on teaching the course, attendees will collaborate to create tasks, assignments, and other material that can be used in their own journalism lessons.

*CLIL, journalism, content-based instruction*

## **Speedy Conversations and Extensive Speaking for English Fluency in University EFL**

Patricia Ninniss, Eric Reynolds, Daniel Cicone

4/30/2023 12:00-12:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

Student collaboration through speedy conversations in conjunction with extensive speaking activities to increase fluency. Previous research has suggested that extensive monologic speaking activities modelled after extensive reading can result in superior performance outcomes in intensive courses (Gu & Reynolds, 2013). The current study integrated speaking instruction with both dialogic and monologic speaking activities within a common extensive EFL situation at a South Korean university. Instruction was given twice weekly during 90-minute classes. Students performed in-class speedy activities based on Maurice's (1983) 4/3/2 fluency drill, and completed short recordings twice weekly as homework. The research team compared pre- and post-intervention speaking fluency. The findings show that the 'pedagogical cocktail'

for speaking instruction was statistically significant and that the effect size was substantial. Participants in this talk will learn about our research, have an opportunity to share perspectives on spoken fluency, and gain practical tools for their TESOL classrooms.

*fluency, speedy, instruction, extensive*

### **Exploring Artificial Intelligence (GPT-4) in TESOL: How the Field Should Be Ready**

*Yu Jung Han*

4/30/2023 12:00-12:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

The emerging artificial intelligence (AI) and its capacity to generate illustrations and texts using the enormous amount of data available on the internet have received researchers' attention lately. Especially, strong AI systems such as GPT-4 can generate "poetry, dialogue, puns, literary parodies, and storytelling" (Branwen, 2020, Creative fiction section) as well as academic papers with references (Thunström, 2022) by using its "state-of-the-art machine learning algorithm" (Thunström & Steingrímsson, 2022, p. 3). In this three-part workshop, the presenter will first briefly introduce emerging artificial intelligence (AI), specifically focusing on its capability in academic writing (10 minutes). Then the audience will try GPT-based platforms to see how AI can generate texts written in academic or other genre-specific languages (30 minutes). Finally, the audience will together discuss the potentials and risks that such AI can impose in the field of TESOL, and how the field should be ready (10 minutes).

*Artificial intelligence, AI, GPT-3, academic writing*

### **Teaching English in the Digital Age 101: Learner-Driven Strategies from IDLE Research**

*Mark Dressman*

4/30/2023 12:00-12:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

This workshop will engage participants in demonstrating and discussing the pedagogical applications of recent research globally about Informal Digital Learning of English (IDLE). Across the world, multiple recent studies have shown that youth acquire much of their English through social media and digital entertainment, with powerful results: More IDLE > higher tested levels of proficiency. How, then, can teachers take advantage of IDLE as a resource? We will present scenario-based strategies in which teachers discover and adapt their students' use of IDLE for classroom learning. These strategies are theoretically sound and help to solve three basic challenges of classroom language teaching: finding access to authentic and compelling materials; opportunities for practice with more proficient speakers; and access to content and practice 24/7. To extend the workshop we will create a website and forum for sharing ideas with a community of teachers interested in bringing learner-driven strategies to their classrooms.

*IDLE, Autonomous Learning, Informal Learning, Digital Media, Social Media*

## **A Technology Enhanced Social-cognitive Approach to Improve EFL Learners' Public Speaking**

Yi-chen Chen

Research Report/Paper (25 mins Onsite)

4/30/2023 12:30-12:55

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

EFL learners' public speaking is commonly influenced by cognitive factors like proficiency level, affective factors like anxiety and motivation, and environmental factors like class sizes and time constraints. Yet, recent developments in technology, including Artificial Intelligence, Automatic Speech Analysis, and Virtual Reality, may enhance language learning by offering accessible and personalized learning experiences. This study proposes an approach, Technology Enhanced Socio-cognitive Teaching (TEST), on improving public speaking skills of Taiwanese EFL learners. Twenty-five sophomore English majors participated in the study, taking a one-semester speaking class, using theme-based mobile applications to facilitate speaking practices, and interacting with each other through apps. Quantitative results show that students' anxiety level dropped and the technology acceptance level went up. Qualitative surveys indicate a favorable attitude toward apps with an instant messaging function, highlighting the importance of social interaction in oral training. Findings confirm the positive effect of TEST on improving EFL learners' public speaking.

*Technology Enhanced Language Learning (TELL), Public speaking anxiety, Socio-cognitive approach, Technology acceptance, English as foreign language (EFL)*

## **Assessing Pragmatic Competence of University ESL Students in Requesting and Apologizing**

Maria Leonora Guerrero

Research Report/Paper (25 mins Onsite)

4/30/2023 12:30-12:55

Synchronous (Onsite)

**Assessment / Testing**

### **ABSTRACT**

This study looked into the pragmatic competence of 320 university ESL students in making requests and apologizing in the assumption that speech acts can be taught and assessed. Using Liu's Multiple Choice Completion Test, results revealed that females scored higher than males on request and apology items. However, their scores failed to reach a 50% rate, with the discrimination and difficulty indices suggesting that the tests' difficulty was an intervening factor. Since males and females had incredibly close mean scores on request items, the difference is insignificant ruling out the assumption that females are more adept at making requests than males. There is, however, a significant difference between their mean scores in apology items. In light of these findings, it is recommended that gender's influence on pragmatic competence be examined, validity of the Multiple Choice Discourse Completion Test be assessed and strategy training be incorporated into speech acts lessons.

*Pragmatic Competence, Requesting and Apologizing, Multiple Choice Completion Test*

## **Enhancing Cultural Experiences in Teaching and Learning English in the EFL Classroom**

Dung Le

Poster Presentation (120 mins)

4/30/2023 12:30-14:30

Synchronous (Onsite)

**Culture & Cross-/Intercultural Perspectives**

### **ABSTRACT**

Cultural experiences are one of the effective approaches to inspire students to love English and feel highly enthusiastic in learning English. The objective of this study is to demonstrate the values of learning activities in "Cultural Experience Class". Taking part in these activities helps students improve learning results, develop soft skills such as teamwork, organized thinking, personality development, problem-

solving, expand vision and connect theory with practice. Experimenting culture is represented by styles, customs and daily life through various different fields such as food, costume, festivals,...etc. Thus, the study attempts to investigate the role of English culture in the process of teaching and learning. The author present a number of cultural experiences to enhance the quality of teaching and learning. The researcher use experimental method to evaluate students' learning results from the value of learning activities in " Cultural Experience Class". A pre-test, post-test and a survey were collected to determine how the implementation of the technique impact on students' learning results. The results showed that teaching students through learning activities in " Cultural Experience Class" brought about positive changes in language competence.

*Cultural experiences, teaching and learning English, students, enhance.*

### **ELF Experience and Its Effects on L2 Learners' Attitudes to Translanguaging: A Case Study in Japan**

*Sugene Kim*

4/30/2023 12:30-14:30

Poster Presentation (120 mins)

Synchronous (Onsite)

#### **Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

#### **ABSTRACT**

English medium instruction (EMI) for teaching language courses is a growing global phenomenon, but the use of the learners' L1 - or translanguaging - as a resource in language classes remains controversial. While teachers' attitudes toward translanguaging have been explored in numerous studies, fewer attempts have been made to examine learners' perspectives on their teachers' translanguaging practice in an EMI setting. This study collected interview data from 91 Japanese college students and categorized the transcribed recordings using thematic analysis. The results indicate that (a) approximately two-thirds of the interviewees hold a negative view on teachers' use of translanguaging and (b) such preferences correlate with past experience of international communication but not with L2 proficiency. Main reasons for supporting or rejecting teachers' translanguaging are discussed in relation to why teachers' decision to translanguaging needs to be context-driven and how/what translanguaging techniques can be put into practice to help maximize L2 learners' communicative potential.

*translanguaging, EMI, Japanese higher education*

### **Lessons from the Pandemic: Implementing Responsive Professional Development Looking Towards the Future**

*Jennie Roloff Rothman*

4/30/2023 12:30-14:30

Poster Presentation (120 mins)

Synchronous (Onsite)

#### **Teacher Education / Professional Development**

#### **ABSTRACT**

Recent years have seen a marked shift in how education is being conducted, especially regarding technology use when online teaching became the norm during the pandemic. The presenter is a member of a team overseeing professional development for a large department of English-speaking educators at a Japanese university. Their poster will describe the implementation of emergency remote teaching (ERT) support in 2020, with particular focus on a) how it utilized teacher input and emphasized collaboration and b) how the lessons from this period have been applied to subsequent professional development support activities. Some of the takeaways that have continued include an informal technology troubleshooting chat group, an online forum for sharing materials, ideas, and resources, the use of



technology guidebooks, and orientations. The efforts have enabled a smooth transition to hybrid as well as face-to-face lessons, and have informed policy decisions aimed at ensuring the continuation of quality education.

*professional development, ERT, technology, teacher development*

### **Collaboration and Distributed Leadership to Revise Academic Writing Student Learning Outcomes**

*Kathryn Jurns, Rhys Colley, Ran Kuperman*  
4/30/2023 12:30-14:30

Poster Presentation (120 mins)  
Synchronous (Onsite)

#### **Materials / Course / Curriculum Design**

#### **ABSTRACT**

This poster will describe the steps taken in an ongoing collaborative project involving lecturers and administration to revise the course outcomes of a second-year academic writing course at a private Japanese university. Outcomes for the course were initially based on a Multiliteracies framework (New London Group, 1996) to generate culturally and linguistically diverse students (Johnson et al., 2015). Starting in 2020, a distributed leadership approach (Hallinger & Huber, 2012; Spillane, 2006) was used to revise the course's less practical or approachable existing outcomes. This approach allowed various stakeholders the opportunity to reflect on and assess the course curriculum and their teaching (Drago-Severson, 2008) and participate in formulating improved outcomes based on those practices. Presenters will describe the process as a model for feasible and achievable distributed leadership. Research findings demonstrate teachers' and students' understanding of the finalized, new outcomes and how available materials connect to different outcomes.

*Distributed leadership, Student learning outcomes, Curriculum development*

### **Student Preferences for L1/L2 Usage in a University Classroom**

*Davis Shum*  
4/30/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

#### **Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

In previous studies, researchers have argued that teaching in the target language (L2) is the most effective approach (Krashen & Terrell, 1983, p. 9). Recent studies show, however, that using students' language (L1) can offer a variety of benefits to language learners (LLs) (Leeming, 2013; Bartlett, 2017; Inada & Inada, 2021). In the following presentation, I will present the results of the first stage of a long-term data collection, which explored university LL perspectives regarding English-only and Japanese-only lessons. In this study, students enrolled in compulsory English lessons at a Japanese university completed a survey at 3 different times throughout the first semester. Results from initial data collection show that students prefer neither L1- nor L2-only lessons, but a mixed usage of both. The presentation will conclude with advice for language teachers. Specifically, how to find balance in your language use, and how your language use can affect learner development.

*target language (L2), students' language (L1), language learner (LL)*

### **Silver Linings: From Emergency Remote Teaching to EAP Resiliency**

*Cristina Tat, Sean Gay*  
4/30/2023 13:00-13:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

This presentation explores the experiences of six educators and course coordinators working within an English for academic purposes (EAP) program at a private university in Western Japan. The presenters leverage an action-research approach to examine their own narratives surrounding the challenges of adjusting to emergency remote teaching (ERT) during the COVID-19 pandemic. The presenters wrote narratives regarding the daunting task of using digital tools to convert face-to-face content into ERT. The authors coded each other's narratives and then used the auto-hermeneutic approach to analyze the data to find recommendations for improving pedagogy and practice. The chapter offers insight into best practice for those embedded in EAP or other similarly interconnected, multi-faceted content higher education programs. The results suggest educators need to help cultivate greater institutional, faculty, and student competency with educational technologies and to explore evidence-based pedagogy related to online learning to prepare for future instances of ERT.

*Emergency Remote Teaching, Higher Education, Japan, English for Academic Purposes, Action-Research, Resilience, Evidence Based Pedagogy*

### **Walking the Talk and Walking with Students Together: Teacher Authenticity**

*George Jacobs & Chenghao Zhu (with Meng Huat Chau, Jasper Roe, & Qingli Guo)*

Invited Second Session (Synchronous ONLINE)  
4/30/2023 13:00-13:50

Featured/Invited  
Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

Students often have high expectations of their teachers. We talk a lot about what students should do, such as completing assignments on time or starting paragraphs with topic sentences, but are we authentic, do we practice what we preach? This presentation shares a three-part procedure – one of many ways that teachers can be authentic. First, based on our own beliefs and experiences, in Part 1, we Talk to explain to students something we feel is important, such as being willing to say, “I don’t know.” In Part 2, we Walk Our Talk, letting students see and hear us doing what we talked about (e.g., admitting our ignorance to students and others). The highlight of the process is Part 3, when we encourage students to Walk Together with us, by also saying, “I don’t know.” Examples of teacher authenticity are shared from many teachers. (George M. Jacobs & Chenghao Zhu, with Jasper Roe, Qingli Guo, and Meng Huat Chau)

### **Global Collaborations to Promote Language Learning and Teacher Development**

*Raichle Farrelly*  
4/30/2023 13:00-13:50

Featured Session  
Featured/Invited  
Synchronous (Onsite)

**Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

We have never been more prepared than now to harness the power of connectivity to establish global partnerships for language teaching and learning. Over the past two years, people all over the world have come together online and through phone apps to share ideas, stories, research, and art – sometimes

leading to unexpected and lasting connections. During this interactive session, we'll share our understanding of global citizenship education and how it can foster unique opportunities for language learning, teacher development, and positive social change. We'll explore opportunities to develop virtual exchanges that engage learners, student teachers, and teacher educators through project-based learning, with a focus on the social issues they care most about in the world. Practical ideas for implementation, complete with activities using a range of multimodal platforms, will be presented.

### **Guiding Students to Constructing Better Arguments**

*Garrett DeHond*

4/30/2023 13:00-13:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Critical Pedagogy / Perspectives**

#### **ABSTRACT**

Many EFL university students face not only challenges with English academic language but also the expectations of Western academic rhetoric. In this workshop, we'll discuss how to tailor popular argumentation models to student learners and guide them in developing critical arguments. The workshop will focus on example lesson materials and online resources for Aristotelian, Toulmin and Rogerian arguments, with some reference to other popular argumentation options as well. As many at this conference cater to a Korean audience, the presentation will also briefly touch on academic research in differences between Korean and Western rhetorical styles. While this workshop may focus more on written essays, there will be some room for discussion in spoken rhetoric (debates, presentations, etc.) as well.

*Argumentation, Rhetoric, L2 Writers, Academia*

### **Fun and Games for Bottom-up Listening**

*Tamara Jones*

4/30/2023 13:00-13:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Listening**

#### **ABSTRACT**

Researchers of second language listening contend that the use of bottom-up strategies benefits both proficient and less-skilled L2 listeners (Field, 2008 and Reed & Jones, 2022). The good news is bottom up processing practice in ESL classes can make a big difference in students' overall listening comprehension (Siegel & Siegel, 2015). In this workshop, the speaker will demonstrate 10 interactive, engaging activities that teachers can easily incorporate into their classes with existing listening texts at every level. Session attendees will leave with practical ideas they can put into practice on Monday!

Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.

Reed, M. & Jones, T. (2022). *Listening in the classroom: Teaching students how to listen*. TESOL Press.

Siegel, J. & Siegel, A. (2015). Getting to the bottom of L2 listening instruction: Making a case for bottom-up activities. *Studies in Second Language Learning and Teaching*, 5(4), 637-662.

*listening*

## **Motivating Young Learners to Write**

*Dafi Jenkins*

4/30/2023 13:00-13:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

### **Writing**

#### **ABSTRACT**

Writing lessons for young learners can be challenging affairs for a number of reasons. Traditional ELT coursebooks may need adapting and tweaking to ensure that the writing lessons are both meaningful and relevant to the students' contexts and needs.

In this session, I will demonstrate how the key concepts of Collaboration, Creativity, Challenge, and Choice can help elevate writing lessons for young learners, and help boost intrinsic motivation for language learning. This session will start by analyzing different types of learner motivation, and the aforementioned key concepts. This will culminate in a hands-on demo lesson utilizing the product approach to writing, where attendees will have the opportunity to see these principles in practice. Attendees will then be encouraged to reflect on how motivation was achieved using these principals, before being tasked with designing motivating writing tasks for their own classes.

*Motivation, Young Learners, Writing, Creativity, Challenge, Choice, Collaboration*

## **Student Agency 101: Practical Tools to Empower Learners with Voice and Choice**

*Jennifer Miyake-Trapp, Sohee Linda Lee*

4/30/2023 13:00-14:20

Workshop (80 mins Onsite)

Synchronous (Onsite)

### **Differentiated Instruction / Special Educational Needs / Universal Design for Learning**

#### **ABSTRACT**

Creating a student-centered English language classroom requires instructors to develop robust strategy toolboxes that promote learner agency and autonomy. When students are situated at the heart of instruction, learning experiences are differentiated and self-guided, resulting in increased intrinsic motivation. This workshop introduces language educators of all levels to a variety of activities that empower multilingual students to take ownership of their learning by exercising voice and choice throughout the learning process. These pedagogical approaches create space for students to integrate their lived experiences, follow their interests and passions, and exercise individual and collaborative decision-making as self-directed learners. Participants will interact with and build activities using provided templates that intentionally incorporate student voice and choice at various stages of the learning cycle, from vocabulary development and brainstorming options, to differentiated skill development and authentic assessment.

*differentiated instruction, student choice, agency, motivation, self-directed learning*

## **Bridging Research and Practice:**

### **Professional Development on Teaching Writing in Secondary Schools**

*Dr. Ally Zhou*

4/30/2023 13:00-14:20

Workshop (80 mins Onsite)

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

This session presents the rationale, development, implementation, and initial assessment of an on-site, traveling professional development workshop series designed for secondary teachers engaged in academic writing instruction to English learners (ELs) in content areas. This workshop series was initiated in response to an increasing number of ELs in Florida and a large number of secondary educators entering the profession without ESOL endorsement due to a teacher shortage. It was designed to address

teachers' lack of pedagogical knowledge and skills to teach academic writing to secondary school students. Drawing on genre pedagogies and pedagogical discourse analysis, we invite conference attendees to join us to delve into the research-based framework, activities, and resources used to enhance secondary teacher competence in teaching academic writing. Participants will learn how to integrate language, content, and context in their teaching and analyze published texts and student essays to practice using genre pedagogies for teaching writing.

*professional development; bridging research and practice; academic writing in English as a second language; secondary school teachers*

### **English Language Education for Indigenous Students in Rural Malaysian Borneo: Teachers' Perspectives**

Mohd Farez Syinon bin Masnin

Graduate Student Showcase (15 mins)

4/30/2023 13:00-16:00

Synchronous (Onsite)

**Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

#### **ABSTRACT**

As with most other former British colonies, the English language education policies for national schools in Malaysia are formed on the basis of English being a second language (ESL) due to the persisting importance of the language in different facets of Malaysian society even after gaining independence. However, little is known about the implications of such policies on the students in rural parts of Sabah, a state in Malaysian Borneo, where students are primarily of indigenous backgrounds, and English is closer to a foreign language than it is a second language. Therefore, this study intends to explore this issue through a multi-method approach, including narrative interviews with ten English language teachers in rural schools of Ranau District in Sabah. The presentation will discuss the implication of ESL policies towards English education for indigenous students in rural schools by looking at the teachers' perspectives, mainly based on their own experiences.

*English Language Teaching, Language Policy and Planning, Rural Education, World Englishes*

### **Motivating Adult Korean Students Through the Characteristics and Behaviors of Language Teachers**

Curtis Life

Graduate Student Showcase (15 mins)

4/30/2023 13:00-16:00

Synchronous (Onsite)

**Motivation / Identity / Agency**

#### **ABSTRACT**

Current qualitative research illustrates the need for further research in specific language learner motivation contexts. The focus of this presentation is exploring the Korean adult learner context. The research aims to expand on work done by Dornyei and Csizer (1998) and also to find emerging characteristics that can be used by instructors in the context of the Korean classroom. The phenomenological qualitative research approach will be used, utilizing two groups of participants; Korean adult English learners and foreign adult English language teachers. Through two different methods of data collection (open-ended surveys and one-on-one interviews) data will be formulated using the Otter.ai and NVIVO software programs. Data will then be coded into groups and themes to interpret results and derive conclusions. The presenter will offer recommendations based on current research and anticipated trends in Korea. Audience participation is invited and encouraged to contribute to the ongoing research.

*Language learning motivation, adult Korean EFL learning, language teacher classroom behaviors, language teacher teaching strategies*

## **Using English as a Lingua Franca to Resist against Language Socialization**

*Siyang Dang*

4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)

Synchronous (Onsite)

**Motivation / Identity / Agency**

### **ABSTRACT**

Learners are socialized both into and through language by means of interactions with others. Drawing on a language socialization theoretical framework, this research examines narratives from a Chinese student, Jin (pseudonym) in Japan to shed light on her identity development in the struggle of learning Japanese and using English.

Interviews were conducted twice based on fully consenting, after which the transcriptions were read through several times to grasp a whole picture of the interviewee and analyzed by MAXQDA. As a result, insights into language learning motivation and language choice are provided.

In Jin's case, she adopts English as a Lingua Franca to escape from being required as a part of the Japanese community and from acculturation into the local culture. On the other hand, Jin's low motivation for learning Japanese can be also accounted for by the inconvenience of using Japanese as a foreigner in Japan.

*Identity, Language Socialization, Motivation*

## **Exploring a Potential Suitable Model for ETEPs (English Teacher Education Programs) in the Indonesian Context**

*Emmi Naja*

4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)

Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

Studies noted unsatisfactory students' English proficiency levels in the Indonesian context that potentially connect to the insufficient English teachers' quality in this country. This study explores the possible suitable model of ETEPs in the Indonesian context from the perspectives of 66 internal stakeholders at four ETEPs. The data of this study gathered from interviewing four head of ETEPs, 10 teacher educators, 11 graduates, and conducting focus groups with 41 student teachers. The data were analysed using thematic analysis. The findings suggest that ETEPs should 1) apply tighter admission procedures 2) offer courses related current trend in ELT (English Language Teaching), 3) offer balance general and classroom English courses, 4) emphasis on reflection in teaching practice courses, and 5) provide compulsory and guided extracurricular activities. As such, this study can add to the limited literature on ETEPs model, and, ultimately, contribute to the quality of English teachers and Indonesian students' English proficiency.

*ETEP Model, Indonesia*

## **Rethinking Teacher Quality of Indonesian EFL Teachers**

*Yenny Rahmawati*

4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)

Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

The study is conducted to respond to the issue of English teacher quality in Indonesia. Despite the importance of English as a language taught and tested in Indonesian schools, there are issues concerning the competence of English teachers. Responding to this issue, the Indonesian government enacted some

regulations which incorporate the mandated competencies to be achieved by teacher candidates in initial teacher education programs as well as to manage teacher professionalization. However, there is a lack of research on understanding the competency of teachers and their professional journey from teachers' own perspectives. The information gathered from the teachers could be beneficial for policymakers to improve Indonesian education in a more democratic way. Therefore, employing the sociocultural perspective, this study will investigate EFL teachers' perceptions of teacher quality seen from their professional formation at pre-service teacher education programs.

*Teacher quality, EFL, Perspective, Sociocultural, Teacher Education*

### **Integration of the 5E Model of Instruction in Bilingual Earth Science Class in a Senior High School in Taiwan**

*Chang Fang-Yu*  
4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)  
Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

This study aims to investigate how the content teachers apply 5E Model into bilingual classes and how students perceive this course design. Recently, the Taiwanese government launched the 'Blueprint for Developing Taiwan into a Bilingual Nation by 2030'. In response to this policy, many teachers in Taiwan have implemented various bilingual teaching methods to help students comprehend and acquire both content and language knowledge. Some designed their courses using the 5E Model to give students clear guidelines. Little is known about the effect of the 5E Model in bilingual classes and if it works well in a Taiwanese context. This study aims to address this gap through questionnaires and interviews with both students and teachers in a bilingual earth science course in a senior high school in Taiwan. There are practical findings for bilingual teachers to develop comprehensive bilingual courses integrating the 5E Model.

*5E Model, Bilingual education, Course design*

### **The Frequency of the Academic Words in American Sitcom The Big Bang Theory**

*Chia-Ling Hsu*  
4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)  
Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

This study examines the use of academic words in The Big Bang Theory (TBBT), a popular American TV show known for its characterization and academic jargons. The aim of the study is to create a 100-word frequency list and 100-word academic word list for TBBT, and identify the most commonly used academic words in the show. Adapting a corpus-based approach, episodes from the first to ninth season were collected to create a TBBT corpus in Sketch Engine. The TBBT frequency list was generated using AntWordProfiler and compared with Coxhead's Academic Word List to create TBBTAWL. The findings suggest that both TBBT frequency list and TBBTAWL can serve as useful references for English language learners and instructors. This study highlights the significance of incorporating authentic language materials into language learning activities, and underscores the potential benefits of using television shows as a tool for language acquisition.

*The Big Bang Theory, Academic Language, Corpus-based approach*

**Investigating Korean Primary School Teachers' Perceptions:  
Using AI English Assistive Technology, Pengtalk**

*Kyung Hee Kim*

4/30/2023 13:00-16:00

Graduate Student Showcase (15 mins)

Synchronous (Onsite)

**Technology / Online Learning / CALL / MALL**

**ABSTRACT**

Will Artificial Intelligence (AI) replace English teachers in South Korea? This research investigates using AI for English education in Korean primary schools, including its advantages, disadvantages, and recommendations. The study employs qualitative methodology and semi-structured interviews (SSI). The participants are all qualified teachers and have experience teaching English with the government-funded programme AI Pengtalk. The transcribed data are analysed using a thematic coding approach.

The findings reveal that the significant successes of AI in English education are (1) the effectiveness of classroom management, (2) the adoption of new technology, and (3) the positive cognitive approach (individualisation, equality, motivation, and autonomy). On the other hand, the results also stress the limitations, (1) ethical issues with AI, (2) lack of flexibility, and (3) weakness of speech recognition. It can be concluded that AI is a valuable resource for assisting English teaching and learning, but it is still in its start-up stage.

*Artificial Intelligence (AI), technology, English Teaching, Primary School, Speech Recognition*

**Designing Listening Module Based on Malay Local Genius  
for Indonesian Higher Education: The Power of Collaboration**

*K. Kurniawan*

4/30/2023 13:30-13:55

Partner Session

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Listening**

**ABSTRACT**

The purpose of the research is to develop a listening module based on Malay local genius as the teaching material and as pedagogical content knowledge for Indonesian higher education students. Indonesia's education system has prioritized using local genius and collaborated with ICT to be the core of human resource development to face globalization. The scientific reason for using local genius is that the people have their way and belief to manage their life based on their own culture. The local genius can create their own identity and personality. The research and development (R&D) method was used in this research. This research follows ADDIE instructional design from Dick and Carey, which follows the steps; Analysis (needs analysis, task analysis, instructional Analysis) by gaining the data from the questioner and interview, Designing the listening module, Development and validation of the module by the experts of the listening module, Implementation of the listening module as the product testing, revised, and then the last step made an Evaluation to find the effect of the listening module toward students improvement in listening skill. The validation process of the module was made by experts using questionnaires and assessments in determining the validity and practicality of the module. The validation results of the feasibility of the content, design, and language of these modules have criteria of validity. The practicality of the evaluation by using one-to-one evaluation and group discussion of this module has very good in practicality.

*Listening, Module, Local Genius*



## **Effects of Parental Involvement on Students English Performance in Taiwan: Focusing on English Private Tutoring**

Chang Chih-Hao  
4/30/2023 13:30-13:55

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

### **Assessment / Testing**

#### **ABSTRACT**

Research in a variety of contexts suggests that parental involvement is correlated with children's educational success; however, studies are lacking that evaluate the relationships between English private tutoring (EPT), parental involvement, and students' academic performance. To address this gap, this paper investigates the effects of parental involvement on the academic attainment of Taiwanese students with a focus on the breadth of EPT. Data from the Taiwanese national college entrance exams in 2017 and 2018 were collected to obtain and design a pretest–posttest control group. Based on the results of a two-stage least squares regression analysis, the findings revealed that parents' private tutoring (PT)-related activities, parent–school contacts, EPT, and self-learning were significantly associated with students' increased academic gains in comparison to certain dimensions of parental involvement, such as discussions between the parents and their child/children and the monitoring of the child/children by the parents.

*Private tutoring; Shadow education; Students' academic performance; Parental involvement*

## **SELVES Social Emotional Learning Virtual ExchangeS**

Lynsey Mori  
4/30/2023 13:30-13:55

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

### **Critical Pedagogy / Perspectives**

#### **ABSTRACT**

Social-emotional learning has become the trend umbrella term to blend the knowledge of society with individual emotional intelligence. Every individual is honored in their current community climate. The hand, the heart, and the brain collaborate on a global scale. Virtual exchanges have also fast become a commonality within 21st-century requirements. Real-world project-based learning can release imaginative and creative energy for all involved. Developing deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills, this collaborative online international learning project assisted students in their own social-emotional learning competence. This research paper presentation will showcase how a deeper sense of self-awareness was developed in a sustainable business project collaboration between Thailand and Japan using English as the lingua-franca in a second-grade university setting. Incorporating our full selves in any situation and leading with inquiry in problem-based classroom activities holds great potential for the future of humanity.

*social-emotional learning, collaborative online international learning, project-based learning, virtual exchange, sustainability,*

### **Practical Inquiry in Peer and Teacher Tandem Response**

Garrett DeHond  
4/30/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

#### **Multiliteracies / Multimodality Multiple Skills**

#### **ABSTRACT**

Digital tools like Google Docs and portfolios enable numerous affordances for peer and teacher response, but few studies have researched both practices operating in tandem. The potential of a tandem approach encourages metacognition with socialization as the teacher models, guides and interacts with student-peer groups. This potential also describes practical inquiry (PI) approaches to learning, as PI emphasizes problem solving and critical thinking by means of community. As most forms of feedback are meant to encourage critical thinking in feedback for revision purposes, this study investigates a PI approach to conducting and investigating tandem feedback. 12 students in an English composition class completed four short essay drafts, followed immediately by tandem response activities. The researcher examined response for indicators of PI labels as triggering events, explorations, integrations and resolutions. The study also investigated students' perceptions of how these practices helped their metacognition.

*Practical Inquiry, Community of Inquiry, Peer Response, Teacher Response, Digital Tools*

### **Developing Rhetorical Awareness: A Collaborative Approach to Learning**

Richard Miles  
4/30/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

#### **English for Specific or Academic Purposes**

#### **ABSTRACT**

Rhetoric involves utilizing language techniques to persuade or inform an audience (Rowland, 2019). Examples of established rhetorical techniques include, antithesis, metaphors, and tricolons (see Leith, 2019; Herrick, 2018; Lucas, 2015; Toye, 2013). In a world now heavily influenced by global communication, research into modern rhetoric is of critical importance. Research to date though, has primarily focused on how speakers utilize these rhetorical techniques, largely ignoring the audience. Therefore, this study explores the rhetorical awareness of such techniques by members of the audience, comparing university students with previous instruction in rhetoric to students without previous instruction. The study employs a qualitative research design, utilizing thematic analysis, and is framed by the key research question: Can rhetorically aware students collaborate with rhetorically unaware students to foster a mutually beneficial learning experience? The study and its findings will be discussed in the presentation, with an emphasis on pedagogical implications for ESP instructors.

*Collaborative learning, ELT, Public Speaking, Rhetorical techniques*

### **Designing an Effective Business Communication Course for Workplace-ready EFL College Students**

Yu-hsun Sammi Li, Jeng-yih Tim Hsu  
4/30/2023 14:00-14:25

Research Report/Paper (25 mins Onsite)  
Synchronous (Onsite)

#### **English for Specific or Academic Purposes**

#### **ABSTRACT**

The five key elements of business communication include practical, factual, concise and clear, and persuasive (Taylor, 2012). College EFL students, anticipating to carry out business communication effectively, rely on courses designed to incorporate the targeted elements. However, few studies were targeted at English for Specific Purposes, shedding light on business English particularly. This study aims to describe how an advanced business communication course should be prepared in the EFL context

and report how effective its possible teaching activities will include.

The study utilized questionnaire to elicit students' expectations, and interviews to collect suggestions from the teachers, potential employers, and alumni. Three research questions - (1) What urgent skills will students learn most? (2) What activity types do students expect to see? (3) What will constitute effective business communication for EFL college students? - are used to guide this study. The findings suggested presentation and email-writing outweighed others, deserving immediate attention.

*business communication, course design, college EFL students*

**Jack C. Richards and Thomas S.C. Farrell in Conversation**

*Jack C. Richards, Thomas S.C. Farrell*

4/30/2023 14:00-14:50

Special Invited Session

Featured/Invited

Synchronous (Onsite)

**ABSTRACT**

With two leading TESOL teacher educators presenting at this year's KOTESOL conference, it seemed like an excellent opportunity to invite Professors Richards and Farrell to reflect on some of the issues they have explored over the years in their teaching, research, and writing. This session will take the form of an informal question and answer exchange between Jack and Tom as they discuss their understanding of some of the changes that the field of English language teaching has experienced over the years as well as some of the factors that are influencing current directions in both language teaching and teacher education in TESOL.

**What Does it Mean to Build Students' Confidence in a College English Course?**

*Soyoung Lee*

4/30/2023 14:00-14:50

Dialogue/Roundtable (50 mins Onsite)

Synchronous (Onsite)

**Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

**ABSTRACT**

Building confidence is a popular learning objective in English language courses but it's one of those objectives that has become a cliché in many classrooms. Confidence is a psychological construct that's hard to measure in a language course which gives it an elusive character compared to other objectives and it's connection to the methodologies we use in class is also unclear: What are the class activities that build students' confidence as ELLs? How do we do it and how do we know? The presentation will engage the attendees in a discussion about what building confidence means in the context of a Korean College English course from both conceptual and methodological perspectives. Building on the concept of English as Lingua Franca, the presentation focuses on the idea of adding legitimacy to ELLs as English speakers in their own right. The audience will also engage in an activity called Focused Listening designed to help students engage with just the essential information of listening activities that are informationally dense and sparse. Focused listening takes a strength-based approach to listening and utilizes peer social interaction as a tool for engagement and participation. The presentation will close with comments from students on what it means to build confidence as an English language learner in a college English course.

*College English, Building confidence, Language learner identity, English as Lingua Franca, Listening*

### **Exchanging Experiences to Build Understanding: Dialogue Journal Use In Service Learning**

Marcel Daniels

4/30/2023 14:00-14:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

Jacoby (1996) defines service learning as “a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes.” Pedagogically, students’ ability to negotiate their understanding of and relationship with learning outcomes and connected social issues expand as they engage in structured reflective practice. This workshop presents the theoretical background of service learning in the context of language instruction before narrowing the focus to the design and implementation of dialogue journals: shared, student-led logs offering collaborators space to describe, probe, and interrogate their cumulative experiences. Attendees of this workshop will be led in a series of joint tasks analyzing and critiquing the tool, sharing teaching contexts, and exploring ways to incorporate similar frameworks in their classrooms - calling special attention to instructor interaction and customizing feedback.

*Writing, Material Design, Dialogue Journal, Service Learning*

### **Bringing Back Face to Face Conferences: Dynamic Presentations**

Justin McKibben, Eric Reynolds

4/30/2023 14:30-13:50

Workshop (80 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

#### **ABSTRACT**

Perhaps you've found yourself at a conference, thinking that you could give a presentation. You can! This presentation is designed to walk participants through each step of the proposal and presentation process. You will be shown where to look for upcoming conferences, the steps to apply toward presenting, keys to a strong proposal, and some tips on how to make your presentation be successful. Because the process can seem a bit daunting and confusing the first time, we hope that having a couple veterans of the process to help you along the way might make all the difference. In this workshop, you will be given information, shown examples, and guided through small group work to start producing an abstract that participants can use for future proposals.

*Presentation, Skills, Workshop, Professional Development*

### **More or Less? Group Size in Collaborative Peer Review**

Shaun Manning

4/30/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Writing**

#### **ABSTRACT**

Should I use pairs, groups of 3, 4 or more? The answer to this often-asked question usually depends on the aims of the lesson but is often guided by teacher intuition and not research. This study aims to address this issue with respect to one common task: peer review of writing. Following earlier research by the author that found more feedback moves in triads over pairs, this study compared triads and groups of four. The study involved two classes of university undergraduates (n=36) studying English in Seoul. There were three peer review sessions for three essays during one semester. Class A was divided into 4s, then 3s, then mixed 3s and 4s; Class B was divided into 3s, 4s, then mixed 3s and 4s. The results show more feedback moves were discussed in 3s rather than 4s, but this conflicted with student reflections.

Implications for teaching are discussed.

*collaborative writing, peer review, tasks, group size, writing instruction*

### **Multicultural Education in South Korea: A Literature Review**

*Daniela Trinks, Elspeth Teagarden Tanguay-Koo, Andre' Jacobs*

4/30/2023 14:30-14:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

Since 2012, there has been a steady increase in the number of multicultural families in South Korea, with a subsequent increase in multicultural students in schools (Chung, 2021; Im, 2022). According to Lee (2022), multicultural children encounter language barriers, academic difficulties and discrimination from peers, as well as teachers. Stakeholders have advocated the need for policy makers, administrators, as well as researchers to collaborate on comprehensive solutions that ensure improved educational opportunities for multicultural students (Kim, 2022). This review aims specifically to summarize research literature about multicultural education in South Korea and identify emergent issues faced by multicultural students. It concludes in a 'best practice' guideline for English language teachers and other stakeholders of multicultural programs.

*Multicultural Education, South Korea, Language Education, Collaboration*

### **Audio Projects: ebook Narration, Voice Over, Radio Play, Podcasting**

*Gregory S. Lewis*

4/30/2023 14:30-15:50

Workshop (80 mins Onsite)

Synchronous (Onsite)

**Drama / Performance in the Classroom**

#### **ABSTRACT**

An audio project can be any audio-centric project. This could be in the form of a journal, narrating an audiobook, video voice over, it can be an interview, a discussion, a performance. It can be scripted or unscripted. It can include speaking, singing, music, and sound effects. It really can be as simple or complex as you and your students want it to be. You can do it with existing tools like a smartphone or you can break the bank with the latest and greatest high tech equipment.

On the pedagogic side it offers four-language-skills practice, it's project based, it offers opportunities for collaboration, team building and cooperation. It challenges students to explore the creative side of their entertainment devices, and finally it allows your students to take their English language practice outside of the classroom in as public a form as they dare.

*audio, projects, recording, story writing, cooperation, organization, sound editing, SFX*

### **Enhancing Students' Success Using PBL in a Singapore University's Writing Course**

*Nora Saheer, Dr. Ivy Chan*

4/30/2023 14:30-15:50

Workshop (80 mins Onsite)

Synchronous (Onsite)

**Creativity / Critical Thinking / 4Cs**

#### **ABSTRACT**

This workshop provides ideas on how to use a Problem-Based Learning (PBL) approach to develop undergraduate students' writing and communication competencies. Participants will experience how an authentic communication problem is facilitated in the Writing and Reasoning (WR) course at Singapore Management University. Through this learning process, students can hone their problem-solving, critical

thinking, collaborative, communication, and presentation skills. In this workshop, participants will experience the steps in breaking down a problem, using scaffold questions to guide students' learning, and giving feedback on students' solutions to the problem. Suggestions on applying this workshop's ideas to the participant's own contexts will be discussed.

*PBL, Critical Thinking, Teaching Communication, University*

### **A Comparative Study on English Curriculum Implemented in Mongolia and South Korea**

*Ankhzaya Batsuuri*

4/30/2023 15:00-15:25

Partner Session

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

The present study aims to investigate and compare the English curriculum being implemented in secondary schools in Mongolia and South Korea. Comparisons are made in terms of characteristics, achievement standards, organizations, and contents of the curriculum. Analysis found that there are several differences in some points such as the starting period of teaching English and some points in the main objectives. The aim of the English curriculum of Korea presents that English is a tool for introducing Korean culture, while the curriculum of Mongolia aims that the cultural awareness of other nations enhances learners' desire to learn a foreign language. Thus, it is found that the achievement standards in both curriculums focus on specific skills and their integration, and those specified standards are the basis for the evaluation. The main scope of the content in both curriculums is based on language function skills and organized from simple to complex and easy to difficult.

### **What Students Really Need to Learn: Integration of Pragmatics and Grammar Pedagogy**

*Sanae Oda-Sheehan*

4/30/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

Despite its importance in developing communicative competence, pragmatic awareness is less likely to be addressed in EFL classrooms, possibly leading to misunderstandings and breakdowns when learners are engaged in practical communication in various sociocultural contexts. Unfortunately, this lack of pedagogical emphasis appears to be mainly due to low pragmatic awareness among teachers. The purpose of this study is to explore ways to raise such awareness and promote pragmatic pedagogy by qualitatively analyzing data from interviews with Japanese teachers of English. The results suggest that integrating pragmatics and grammar pedagogy can be an effective and feasible approach. In addition, this integration may become even more compelling when combined with classroom efforts to prepare students for various examinations which can have a major impact in many Asian EFL contexts. It is time to start focusing on what students really need to learn both inside and outside the school framework.

*pragmatics, grammar, integration, qualitative research*

## **Research into Second Language Acquisition: Dissemination of Results and Impact**

Mable Chan

4/30/2023 15:00-15:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

Research contributes to our world in many different ways, and impact is the benefit research brings to society, outside of academia. In this talk entitled "Research into Second Language Acquisition: Dissemination of Results and Impact," the presenter will first present two research questions and how they set about investigating them. The two research questions are (a) What is the most effective way of teaching business English / workplace English? and (b) How can instruction support the second language development of L2 learners? The presenter will then explain how the research is made accessible to students and suggest what the social impact of their research has been.

*second language acquisition, business English, second language development*

## **Best Practices for Facilitating Asynchronous Online Discussions**

Nikki Ashcraft

4/30/2023 15:00-15:50

Invited Second Session

Featured/Invited

Synchronous (Onsite)

### **Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

The asynchronous online discussion board has been available as a tool for online instructors since the early days of online education. Even as new technological tools for online learning are developed, the discussion board remains foundational to many online classes and offers advantages to other forms of interaction. Students can become bored, though, with weekly discussion post requirements unless instructors utilize effective facilitation strategies and design discussion prompts that challenge learners to employ higher order thinking skills (i.e., to apply, analyze, evaluate, and create). Additionally, prompts should motivate learners to respond, to read what their classmates have posted, and to engage in authentic communication. In this session, participants will become acquainted with various techniques for structuring asynchronous online discussions, learn tips for facilitating these discussions, and have the opportunity to critique sample discussion prompts.

## **Collaborative Teaching and Learning in TEFL**

Judy Yin

4/30/2023 15:00-15:50

Featured Session

Featured/Invited

Synchronous (Onsite)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Collaboration, in any shape or form, is valuable in all contexts, including educational settings. As there are increasing demands for teachers and students to keep up with advancements in technology as well as constant changes in educational policies, collaboration seems all the more essential. Furthermore, the traditional concept of collaboration as merely working together has now been extended to strategic collaboration such as that used in cohort-based learning. It is, then, crucial to identify and discuss the types of collaboration that we can find in the English classroom focusing on what has been done and what possibilities we can consider in the Korean EFL context. As such, this presentation will focus on the various types of collaboration that form an intricate network of sharing and cooperating in the English classroom, starting with the perspective of teaching-as-coaching as a way to describe how teachers and students should work together in the classroom. Also, by means of action research in collaboration with teachers and researchers, I will discuss how professional development that is more aligned with the

needs of the teachers can be provided. Finally, I will provide some examples of how teachers and students can collaborate with machine translation to enhance foreign language learning in the Korean EFL classroom.

### **Using Blended Learning to Create Student-Led Conversation Courses**

*Kimberly Noriko Durinick, Amanda Sheffield*

4/30/2023 15:00-15:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

English learners in L1 environments often lack opportunities to practice their speaking skills, therefore every second in the conversation-based classroom is a precious moment for them. To increase engagement and maximize student speaking time, we have incorporated blended learning into our curriculum to create a student-led classroom. Outside the classroom or on specially designated days, students learn self-study techniques to practice a wide variety of speaking skills such as fluency, intonation or asking follow-up questions. This allows students to spend the majority of their time in class divided into small groups discussing topics ranging from everyday English to controversial current events, with specific topics chosen by students based on their personal interests. This design has led to increased participation as students take charge of their own learning in the classroom, while targeted goal setting and independent skill building activities keep students motivated as the progress from struggling through small talk to being able to confidently and competently discuss controversial issues. In this workshop, we will teach effective strategies and adaptable activities that can give your students more speaking opportunities and increase engagement in the classroom.

*Blended Learning, Flipped Classroom, Student-Led Learning, Motivation, Goal Setting*

### **Let's Talk! Perspectives of a Tandem Language and Cultural Program**

*Emily Marzin*

4/30/2023 15:30-15:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Informal Learning / Affinity Spaces / Communities of Practice**

#### **ABSTRACT**

Tandem language exchange consists of a partnership between two learners studying each other's language. Among the mutual advantages it provides is the opportunity to improve their linguistic and communicative competence and cultural knowledge. Based on reciprocity and autonomy, a self-access center (SAC) may be seen as one of the most suitable places to run this face-to-face exchange program. This ethnographical study collected perspectives from different actors involved in an established tandem program - organisational team and learners - in a SAC, at a Japanese university, through interviews. Findings allowed to gain insights into the program and further understanding of the practices, including benefits and suggestions for improvement. While parallels could be made, findings also showed several differences between the institutions' initial intentions and the reality of practice. This research may provide other educational settings with ideas to encourage collaboration in outside-of-class exchanges to expand learners' linguistics, communicative, and cultural knowledge.

*Tandem learning, Face-to-face language and cultural exchange, Collaborative learning*



## **Using Multimedia Glosses to Enhance Vocabulary Learning and Retention among EFL Students**

Dr. Budour Ibrahim Albeshr

Research Report/Paper (25 mins Onsite)

4/30/2023 15:30-15:55

Synchronous (Onsite)

### **Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

The study aimed to investigate the effects of multimedia glosses on Saudi EFL students' vocabulary learning and long-term retention. It examined which combination of multimedia glosses (textual through L2 definitions, aural input, or visual through pictures) is most effective for Saudi students' vocabulary learning and long-term retention. It also explored Saudi students' attitudes and perceptions toward the different multimedia glosses. A quasi-experimental design using pretests, immediate and delayed posttests, and a questionnaire was used to address the questions of the study. One hundred and twenty intermediate-level language learners formed one control and three experimental groups with 30 students in each group. The control group received no glossing instruction. The participants in the three experimental groups received all gloss modes but in different orders. The results of the study showed an overall statistically significant difference between the performance of the experimental and control group students on the immediate and delayed post-tests in favor of the experimental groups' performance.

The results also clarified that both dual glossing modes L2 definition and picture glossing (TV) and L2 definition and audio glossing modes (TA) were significantly better than the single mode L2 definition alone mode (T) in most test sessions. The findings revealed that among the dual glossing modes, the presentation of TV led to better word learning and retention than TA. The findings of the questionnaire showed that the combination of TV was rated as the most effective and desired glossing mode, followed by the combination of TA and text-definition alone mode as the least effective or desired mode. The study concluded with recommendations for students, teachers, material developers, and course designers as well as suggestions for further research.

*Multimedia glosses, Vocabulary learning and Retention, EFL Students*

## **Rubric Design and Development for University English Speaking Practice and Performance**

Kinsella Valies

Research Report/Paper (25 mins Onsite)

4/30/2023 9:00-9:25

Synchronous (Onsite)

### **Assessment / Testing**

#### **ABSTRACT**

As part of an ongoing project, researchers created a formative speaking assessment tool. Research suggests a clear and succinct rubric is critical to any speaking assessment in the EFL classroom. The project's analytic rubric helped first-year university students practice and improve their speaking skills. Though learning outcomes were achieved, the evaluation results of the previous cohort tended to range toward the high end. This prompted researchers to review the rubric. Research questions: 1) How did editing and revising the rubric affect student results? 2) How did editing and revising the rubric increase student confidence?

This study collected data from student grades and surveys. The findings showed that after introducing the newest version of the rubric, student grades were centered around the average, expected results. Researchers concluded that the use of the revised rubric improved students' English-speaking skills and confidence.

*Assessment, Rubrics, Speaking*

## **Using Google Forms for Learners' Self-Assessment to Enhance Learning and Foster Autonomy**

*Kara Ann Mac Donald*

4/30/2023 9:00-9:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Assessment / Testing**

#### **ABSTRACT**

Learners' self-assessment encompasses a true learner-centered approach and underscores the importance of involving learners in assessing their performance to develop proficiency and foster autonomy. In monitoring their learning strategies, skill development, study habits, and motivation, learners are positioned to understand which areas need attention. Using online self-assessment with Google Forms is a fast and simple way for learners to monitor their learning that is easily incorporated into instruction with little preparation. Additionally, self-assessment develops learners' critical thinking, as it involves evaluating the quality of their thinking and actions. The development of autonomy, along with critical thinking, positively enhances learners' motivation and achievement. The presenters share how EFL learner self-assessment using Google Forms can be incorporated into instruction increasing collaboration among instructors and students.

*Self-Assessment, Learner Autonomy, Learner-Centered*

## **The Effect of COIL on Student Communication and Soft Skills**

*Robert Remmerswaal*

4/30/2023 9:00-9:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

### **Multiliteracies / Multimodality Multiple Skills**

#### **ABSTRACT**

This presentation looks at the use of Collaborative Online International Learning (COIL) from the perspective of Japanese students. Students from Japan, Spain, and Türkiye worked together on three major outputs connected to Sustainable Development Goals. The teachers designed the COIL elements based on the Pedagogy of Multiliteracies. Students worked in groups of five to seven and collaborated using video calls and text messages over the course of nine weeks. Students completed a pre- and post-intervention survey that focused on perceived communication competence, foreign language anxiety, and soft skills. The final survey included open-ended questions. Students completed three reflections throughout the COIL to share their thoughts on the group dynamic and their use of soft skills throughout the project. Based on the surveys and reflections, it appears that the COIL project had a positive effect on students perceived communication competence, foreign language anxiety, and on the development of soft skills.

*COIL, pedagogy of multiliteracies, 21st century skills, intercultural*

## **ESP Listening Difficulties and Strategies: A Metaphorical Analysis**

*Shu-Fei Hsieh*

4/30/2023 9:00-9:25

Research Report/Paper (Asynchronous)

Online (Asynchronous)

### **Listening**

#### **ABSTRACT**

This research presented the qualitative data from a project. It aims to investigate the relationship between student concepts of listening difficulties and strategies in ESP classroom (English for specific purposes). 83 fifth-year applied language students from a five-year junior college. Students were required to do five writing assignments based on their comprehension and reflections on the listening activities in class. The writings were carefully examined according to Lakoff and Johnson's model for analyzing conceptual metaphors. A questionnaire was used to collect students' perspectives on listening difficulties and

strategies. The results of this study indicate that through proper guidance, some students could express their listening difficulties and strategies with metaphors properly and hence their thoughts were deeply understood. Not only students but also the teachers can benefit from knowing students' ESP learning concepts. Pedagogical guidelines are suggested for ESP teachers, based on the results of the metaphorical analysis and the results of the questionnaire.

### **The Impact of Overseas Internships on English Achievement: Evidence from Undergraduate Students in Japan**

Chang Chih-Hao

4/30/2023 9:00-9:25

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

#### **Differentiated Instruction / Special Educational Needs / Universal Design for Learning**

##### **ABSTRACT**

This study investigated the impact of overseas internships on the performance of Japanese undergraduates on the Test of English for International Communication (TOEIC) using a control-group pretest-posttest experimental design. Students participating in overseas internships were compared to their counterparts in a nonoverseas internship control group. Using TOEIC data collected in June 2019 and September 2019, we performed t tests and used a difference-in-differences model with propensity score matching estimation of participation in overseas internships, students' demographic information, family socioeconomic status variables, and self-learning characteristics. The study showed that students' participation in overseas internships and self-learning activities had significant effects on TOEIC performance. The findings of this study also indicate that aside from the effects of overseas internships experience and self-learning on students' academic performance, learner autonomy may be important for improving students' performance. This study sheds light on the association between overseas internships and students' academic achievement and makes an important contribution to the broader conceptual literature.

*Overseas internship; TOEIC; Self-learning; Learner autonomy; Difference-in-Differences analysis*

### **ADOQ: A Practical Formulaic Sequencing Strategy for Improving Oral Fluency**

Aida Corpuz

4/30/2023 9:00-9:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

#### **Speaking / Conversation / Pronunciation**

##### **ABSTRACT**

Formulaic sequences (Pangket, 2019) are practical word combinations and patterns. These word sequences can be used in diverse ways that encourage natural and extemporaneous speaking. ADOQ is a formulaic sequence (FS) that respectively refers to answer, detail, opinion, and question. This sequence works to facilitate the simultaneous processes of quickly accessing knowledge while logically activating oral production. Therefore, FS encourages longer speaking durations while reducing the length and frequency of pauses and recollection silences (Pangket, 2019). As learners become more proficient with a sequence, the sequence components can then become modular to align with higher complex speaking skills and collaborative tasks. In this immersive 50 minute workshop, the formulaic sequence "ADOQ" will be explicitly modeled with modulated scaffolding for implementation in various speaking contexts. This interactive workshop includes group discussions, practice, and reflection. Audience members can immediately implement ADOQ into their curriculum and course content with minimal prep time thereafter.

*Formulaic Sequences, Conversational Speaking Strategies, Organizational Speaking Outline, Oral Fluency*

## **Integrating Collaboration into Reflective Teaching Practice**

*May Barbree*

4/30/2023 9:00-9:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Reflective Teaching Practice**

### **ABSTRACT**

Reflective Teaching Practice is often understood to be an individual endeavor consisting of reflecting on and evaluating teaching moments, questioning personal beliefs about teaching and learning, and using student outcomes to inform professional development. This workshop will demonstrate the usefulness of collaboration between teachers, in the form of dialogic reflection and co-planning and reflection, in the Reflective Practice cycle. Participants will practice dialogic reflection and work through the process of co-planning and reflecting, then reflect on how both can be applied to their teaching practices and contexts. Participants can expect to leave the workshop with an understanding of the importance of collaboration in the reflective process and two straightforward methods of incorporating collaboration into their own Reflective Teaching Practice.

*Collaboration, Reflective Practice, Dialogic Reflection, Co-planning*

## **Conversation Based Learning: Use Partners, Not Grammar**

*Gunther Breaux, Stephanie Ptak*

4/30/2023 9:00-9:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

Stop the insanity. Grammar-based English is failing another generation of students. With videos and ten years of data, this presentation details Conversation-Based Learning from first-day placement test to last-day improvement data. The method is Writing for Speaking. Writing before speaking improves accuracy, speaking to many partners improves fluency. Students sit in pairs and have speed dating conversations. They get a new topic every week and a new partner every seven minutes. Everybody speaks half the time, and half the time their partner is a better speaker. The self-transcribed conversation test completes the system. Students get extensive personal feedback, and teachers get accurate grading and improvement data. In short: students write what they say, talk about what they wrote, transcribe what they said, and correct their own mistakes. Students do all the work. Good. An education is preparation for life and life is not a grammar test.

*conversation*

## **Bringing English Vowels to Life: Vowel Instruction for Korean Learners of English**

*Christopher Hascall*

4/30/2023 9:00-9:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

Though Korean contains less than half of the vowel sounds in the English language, the lion's share of pronunciation instruction tends to go to consonants. This is understandable, as consonants often possess more obvious points of contact that are easier for uncertain teachers to surmise and convey to students. With the aim of stripping away this uncertainty that educators often cite as a barrier to teaching pronunciation, in this introductory workshop, we will examine the vowels that frequently pose a problem for our Korean learners of English, the reasons behind those problems, and clear ways of describing

proper articulation. We will also gain hands-on experience as we go beyond 'repeat after me' and explore practical applications of oral, audio, visual and tactile techniques, activities, and cheats for teaching pronunciation that make learning not only impactful, but also enjoyable for our learners.

*Pronunciation, Vowels, Articulation, Activities, Techniques*

### **Flipping for the Future: Revamping the Post-Pandemic Classroom with Flipped Learning**

*Alexandra Sacramento*

*Becky Sanchez*

4/30/2023 9:00-9:50

Workshop (50 mins Onsite)

Synchronous (Onsite)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

Transforming the teacher's role from "sage on the stage" to "guide on the side"(King, 1993), a flipped curriculum is not merely an online course, self-paced assignments, or collection of self-study materials, but rather a carefully crafted curriculum that shifts the bulk of content and assignments on the lower levels of Bloom's Taxonomy outside of the classroom, and focuses in-class time on reaching higher levels of thinking with the guidance and support of the teacher. Compared with traditional classrooms, a flipped approach creates more opportunities for student engagement, increases student autonomy and motivation (Campillo-Ferrer & Miralles-Martínez, 2021), and allows for further student collaboration. In this workshop, participants will be guided through flipping using three easy-to-remember principals. Participants are encouraged to bring their own lesson plans to personalize their workshop experience, and will leave prepared to further enhance students' learning experiences and help maximize classroom time.

*flipped learning, flipped classroom, edtech*

### **Collaborative Classroom Conflict Prevention and Resolution Projects**

*Jocelyn Wright, Heidi Nam, Jim Ronald, Virginia Parker*

4/30/2023 9:30-10:50

Panel Discussion (80 mins Onsite)

Synchronous (Onsite)

**Peacebuilding / Peace Studies / Peace Linguistics**

#### **ABSTRACT**

In this panel discussion, four educators across three Asian countries (China, Japan, and South Korea) who are members of a Peace Linguistics group share their lived classroom experiences of teaching and applying nonviolent communication for conflict prevention and resolution. The FENS communication model involves looking at the facts of the communicative situation, identifying the needs and emotions of each party, and generating and evaluating possible solutions (in case of a conflict). Specific language/discourse resources were introduced to facilitate consideration and expression of the facts, emotions, needs, and solutions. After introducing this model, the panelists describe how they presented and applied it in specific English language courses in their unique university contexts. This is followed by a discussion and audience Q&A. It is hoped that participants leave the session inspired with fresh ideas and empowered to try out new conflict prevention and resolution activities in their own classrooms.

*Peace Linguistics, Conflict Prevention and Resolution, Nonviolent Communication (NVC), Classroom Applications/Implementations*

### **Professional Growth Through Critical Friendships: Cases from Japan**

*Jennie Roloff Rothman, Chhayankdhar Singh Rathore, Chitose Asaoka, Atsuko Watanabe*

Panel Discussion (80 mins Onsite)

Synchronous (Onsite)

4/30/2023 9:30-10:50

**Teacher Education / Professional Development**

#### **ABSTRACT**

Teachers across Japan recognize the importance of professional development (PD), but many are at a loss for what to do since many report feeling isolated or compartmentalized. While recent government initiatives are encouraging more PD, without specific measures being implemented, institutions and individuals remain responsible for creating change. In the absence of formalized PD, many teachers in Japan end up looking beyond institutions to build relationships like critical friendships that, through reflective practice, provide support and encourage growth. A "critical friend" or "trusted other" is someone with whom an educator can engage reflectively and collaboratively about their beliefs, practices and identity (Hatton & Smith, 1995; Stenhouse, 1975). This panel will showcase the experiences of several EFL professionals in Japan through research conducted on, and through, critical friendships. Panelists will share their approach to researching their critical friendship research and what they gained, broadly and in terms of their personal growth.

*professional development, teacher development, reflective practice, critical friendships*

### **English Medium Instruction in Polish Higher Education: What Do the Lecturers Say?**

*Piotr Romanowski*

4/30/2023 9:30-9:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

Imparting content through the medium of a second/foreign language is a form of education that has grown exponentially in tertiary education all over the world. Clearly, educational institutions with EMI are more favoured by students, hence English competes with Polish as the medium of instruction. This paper reports on the results of a survey of 59 lecturers from a university located in the capital of Poland where English is used as a means of instruction in selected programmes. Data were collected on the basis of an online questionnaire and subsequent interviews with lecturers. Based on the findings, a tentative conclusion can be drawn that the EMI programme is far from a completely developed practice aimed at promoting the institutions' strategic internationalisation.

*EMI, tertiary education, internationalisation, lecturers, Poland*

### **"This Is How THEY Write" Interdisciplinary Communication in a University Communication Course**

*Eunice Tan*

4/30/2023 9:30-9:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**English for Specific or Academic Purposes**

#### **ABSTRACT**

Research has shown that academic disciplines exhibit specific ways of thinking and collaborating (Becher & Trawler, 2001; Bradbeer, 1999; Woods, 2007). With the recent proliferation of interdisciplinary university courses in Singapore, the ability to understand and be understood by their coursemates from other disciplines is more important to students now. Little is known about how these students communicate and collaborate in interdisciplinary classroom settings though.

We aimed to describe university students' performance and perceptions of interdisciplinary

communication in a first-year university communication course. The data includes 500 student surveys, 12 recorded and transcribed group discussions, and 20 interviews. An inter-cultural communication framework was used in data analysis. Awareness, experience, curiosity, and emphasis on equality between disciplines were highlighted as some pre-requisites for effective interdisciplinary communication. Participants can expect to gain insights into university students' views on interdisciplinary classroom communication, useful in the design of learning in interdisciplinary courses.

*Interdisciplinary, Communication, University, Collaboration*

### **Preparing Primary School Teachers for CLIL: An Action Research Project**

*Ju Chuan Huang*

4/30/2023 9:30-9:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

Since the Taiwan government launched the Bilingual National 2030 policy in 2018, primary schools have been encouraged to teach non-English subjects using content and language integrated instruction (CLIL), where the language is English. For example, schools need to compete for extra funding by transforming traditionally Chinese-taught courses into CLIL courses. However, very few primary school teachers are confident and competent in adopting CLIL, and many express concerns about their insufficient English proficiency. To address teachers' concerns, this study aims to provide primary school teachers with CLIL training and understand to what extent such training benefits teachers. Data are collected from recordings of the CLIL workshops and class observations. In this presentation, I will report some preliminary findings, some methodological challenges that arose from the collaboration between university researchers and primary school teachers, and how these challenges were resolved.

*CLIL, primary school, action research, university-school collaboration*

### **Oral Fluency as affected by Increased Task Complexity and Task Format Type**

*Stewart John Cooper*

4/30/2023 9:30-9:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Task-/Project-Based Learning (TBL/PBL)**

#### **ABSTRACT**

The study investigates L1 and L2 speakers' oral fluency across levels of task complexity and input formats to understand the cognitive processes in L2 speech production. Oral fluency is conceptualized as cognitive fluency, measured by frequency of pausing. The study builds on Skehan et al. (2016) hypothesis that pauses 'within a clause' suggest difficulties in formulation, and pauses occurring 'between clauses' mean problems with conceptualization.

Eighty participants carried out two narrative tasks differentiated by complexity and input format. Participants were 40 English L1 speakers and 40 Korean L1 speakers who speak English L2 at an intermediate level. Data were coded for pauses using PRAAT.

The findings reveal L2 speakers show increases in frequency of pauses at mid-clause level on more complex tasks. Pauses at end clause were unaffected by complexity for both L1 and L2 speakers. Findings are explained in terms of cognitive fluency, automaticity, and L2 speech production.

*Tasks, Complexity, Fluency, L2 Speech Production*

## **EFL Teacher Development in Rural Armenia: A Collaborative Project**

Dunja Radojkovic

4/30/2023 9:30-9:55

Research Report/Paper (25 mins Onsite)

Synchronous (Onsite)

**Teacher Education / Professional Development**

### **ABSTRACT**

This paper explores the educational benefits of an EFL teacher development program provided at the American University of Armenia (AUA) in Yerevan, Armenia. The program was created as a result of the collaboration between the master's program in Teaching English as a Foreign Language at the AUA and the Children of Armenia Fund, a foundation which seeks to empower rural Armenia by also improving the quality of teaching and learning in rural schools. The program included 9 units of course work and a teaching practicum which the 17 in-service teachers completed in their own classrooms while observed by the faculty. Through a qualitative analysis of surveys, teaching reflections and focus interviews, this case study showcases the teachers' perceptions of their learning experiences and discusses them in relation to the program learning outcomes. We offer implications for building collaborations to transform language education in rural and far-flung schools.

*Collaboration, In-service EFL teachers, Continuing Professional Development, Reflective Practice, Professional Development Evaluation*

## **Utilising MAVR in Learning English: An ESL Low Achievers Context**

Ilyana Binti Jalaluddin

Partner Session

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

Learning English language for learners with learning difficulties is not an easy process. These students will need learning assistance more than usual in order to give them an attractive and attentive learning environment. This study aims to provide the students with a learning assistance using technological advancement in education. Here, mobile AR technology through an android application is implemented to develop a simulation-based concept learning system on the vocabularies used in the textbook. It will help the students to visualize and use the words throughout the game-based activities. While there are many existing AR mobile apps created for math and sciences, none has focused on the curriculum of learners with learning difficulty or primary school students. In addition, it offers the best and user-friendly augmented reality (AR) experience for classrooms. 45 primary school students in Selangor were recruited in this study, and they were provided access to an AR-game based apps for learning English vocabularies with mobile computing devices. Vocabularies were measured using British Picture Vocabulary Scale II and analysed with one-way repeated measures ANOVA. Analysis showed that there was an increase in the scores and the differences between the levels of the within-subjects factor was significant. This implies that Augmented Reality materials can be used as an interactive tool for special need learners in learning a language. This study will highlight the role of teachers in the implementation process and point out possible directions for more effective application of AR in this field.

*Augmented Reality (AR), Vocabulary, Language Learning, Low Achiever (LA)*



## **Expansive Collaboration towards the New and Enhanced Language Curriculum**

Ricardo Ador Dionisio, Mitchellene Rivo  
Research Report/Paper (25 mins Onsite)

Partner Session  
Asynchronous (Online)

### **Materials / Course / Curriculum Design**

#### **ABSTRACT**

The abrupt changes brought about by COVID-19 pandemic urged teachers across the country to make education possible and continuous. This study participated by 32, 699 English teachers from all over the Philippines employed a descriptive-survey research design to seek feedback from the teachers on the Most Essential Learning Competencies (MELCs) in the English Curriculum, its adoption and implementation in response to learning continuity amidst the health crisis.

Results revealed that English teachers responded positively on the issuance and utilization of MELCS; statistics further reveal that respondents agree that the MELCs allow them to plan for and meet the individual learner's needs and interest.

However, delivery of the MELCs is seemingly challenging for English teachers. They also noted different issues and gaps in the implementation of MELCs and they acknowledge the importance of learning modality, parental support/adult supervision, preparedness of teachers, learning environment, availability of learning resources, internet connectivity, and local government support.

These inputs are important in crafting the new curriculum and its support system: teacher training and materials development.

*Enhanced Language Curriculum, Most Essential Learning Competencies*

## **Learning Action Cells in Language Teaching**

Stephenie Busbus

Partner Session  
Research Report/Paper (Asynchronous)  
Asynchronous (Online)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

The Department of Education has taken initiative to mandate the establishment of Learning Action Cell (LAC), a form of Professional Learning Community (PLC) to aid teachers in developing their beliefs and practices through collaborative leaning sessions. This has been made official through the DepEd Order No. 25 s. 2016, which is primarily 'directed towards improving teacher knowledge, skills, and attitudes based on established competencies linked to the K to 12 Curriculum'. In language teaching arena, there are few conducted studies on PLC. Aside from that, the experiences of ESL teachers are largely unexamined. Phenomenology, with its highlight to study of living experience led the researchers to discover the experiences of English language teachers in Senior High School. Thus, the study aimed to explore the practices of the in service senior high school language teachers, and how their experiences were useful in language teaching. A LAC session based on the conducted study was proposed. Results show that the practices of the language teachers involved top-down dissemination of information, bottom-up topics, and learner-centered goals.

*Professional Learning Communities, Top-down dissemination of Information, Bottom-up topics, and Learner-centered Goals*

## **Ramayana and Effective Communication**

*Kumar Shravan*

Partner Session

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Speaking / Conversation / Pronunciation**

### **ABSTRACT**

The session will focus on ways of effective communication through Valmiki Ramayana, a holy book for Indians. It will also talk about the concept of 7Cs through a Godly figure "Ram". This paper will also unravel that 7 Cs concept was given by Valmiki in Ramayana variously from the 5th century BCE to first century BCE not by Professor Scott M Cutlip and Allen H Center from the University of Wisconsin. The paper will also talk about effective ways of communication.

*Ram, Ramayana, Communication, 7Cs*

## **Collaboration Between EAP and Content Teachers in English-Medium Instruction Contexts: Challenges, Perceptions & Practices**

*Leigh Yohei Bennett*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Writing**

### **ABSTRACT**

A long-standing issue concerning EAP is the integration of context that resembles the type of academic content students engages in during tertiary education. In English for General Academic Purposes (EGAP), the foci are on the development of academic language, and receptive and productive skills, with generic academic content acting as the disregarded background yet frames students to apply these skill sets. The typical content is heavily orientated towards knowledge which resembles student schema and rarely if ever, reaches the depth demonstrated in mainstream academic subjects. Instead, diverse rhetorical modes are offered since as Stockwell (2006) argues, varying the academic genres encourages learners to produce different interpretations on a level of language and organization. In efforts to bridge the gap between academic writing and academic learning, in the past year, an EMI university in northern Japan amended the advanced research writing course (hereafter, Composition II). The changes involved enrolled students combining Composition II with another content course thereby constructing a pedagogical rationale where English writing structures, strategies and stages for the primary assessment were taught, with the content courses offering authentic disciplinary knowledge, sources and ultimately, content for their Composition II paper. After analysis of the conducted interviews this presentation reports the collaborative practices and challenges between the EAP and content faculty and offers implications for EAP and EMI.

*EAP, EMI, Japan, Research Writing*

## **How Stories Can Help Students Find the Words to Talk About Emotions**

*Andrew Shepherd Nelson*

Pecha Kucha (Asynchronous)

Online (Asynchronous)

**Creativity / Critical Thinking / 4Cs**

### **ABSTRACT**

Being able to communicate about emotions supports the ability to understand oneself and others, which is essential to effective collaboration. However, talking about emotions can be difficult for anyone, and this is especially true for those speaking in a foreign language. The use of folktales, fairytales, and fables in the EFL classroom can help these students talk about emotions in the following ways. First, discussion about feelings can be prompted by the analysis of the experiences of the characters in the story and

students' own related experiences. Second, noticing the language of these stories provides lexical and grammatical structures students can use to communicate about emotions. Because stories are enjoyable and memorable, both these processes are reinforced. The presenter will use a Pecha Kucha presentation to demonstrate how he incorporates stories in the classroom to aid students in achieving the aforementioned benefits.

### **Providing Formative Feedback on Writing in a Blended ELT Classroom**

*Thashmira Rajapaksha, Nethmi Ranasinghe, Oshadhi Jayakody*

Pecha Kucha (Asynchronous)

Asynchronous (Online)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

Blended learning is an educational model which makes use of both traditional face-to-face classroom settings and online learning environment. This approach provides more freedom to adjust the learning process according to learner needs and can be effectively used in providing feedback to students. Formative feedback is an ongoing process which makes learners reflect on their own work and evaluate their learning. Providing formative feedback on students' drafts in teaching writing increases their confidence and develop better writing practices. In this talk, we will discuss how effectively blended learning techniques can be used in providing formative feedback to learners in writing tasks and thereby increase learner autonomy and improve critical thinking skills, and creativity. We will demonstrate how online tools can be used in providing formative feedback on writing and also discuss how teachers can encourage peer feedback using various online tools.

*Blended learning, Formative feedback, ELT, Online tools, Peer feedback*

### **Modern Approaches in Teaching English in Primary Schools**

*Nigina Misirova*

Graduate Student Showcase (Asynchronous)

Asynchronous (Online)

**Teacher Education / Professional Development**

#### **ABSTRACT**

Competent teaching is impossible without a solid foundation, and so methodology has evolved and developed throughout the history of English language teaching and education. This paper reveals the issues of innovative and modern approaches towards teaching English to young learners that exist currently. They include constructivist, script-(story line-method), simulation, task and project based-approaches, among others. The study explores the basic concept of innovation in the process of language teaching, so it is necessary to start with the fact that teaching English in schools is significantly developing under the influence of contemporary trends and approaches. The key purpose of the study is to highlight the importance of using modern approaches in the language classroom. It is conducted on the basis of literature review. To sum it up, using modern approaches is one of the key concepts of ELT innovation, which gives the best results to motivate and engage young learners in learning a language.

*innovation, modern approaches, teachers*

### **Teaching Notetaking for Academic Lectures: An Action Research Study**

*J. Broadbridge, Y. Kusomoto*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

**Content-Based Instruction / EMI / CLIL**

#### **ABSTRACT**

Comprehending and taking notes during academic lectures can be the difference between success and failure at university. Given that taking notes is a complex process in which learners must listen, filter, and record vitally important pieces of information under real-time constraints, it is clear that for language learners studying in their L2, this represents a great challenge. This presentation reports on multiple iterations of an action research study in the Japanese EFL context that looks to replicate the studies of Siegel (2018). Attendees at this session will get an overview of the whole study, and an introduction to the methods used to teach notetaking to learners preparing for entry into EMI/CLIL courses (marking, chunking, verbatim notes, simplifying, free-writing/discussion). The presentation will also introduce the most recent results from the study that suggest that the addition of free-writing and discussion can lead to statistically significant increases in comprehension of lectures as well as improvements in notetaking ability.

*Action research, notetaking, academic lectures*

### **Guiding Beginning Academic Writers Toward Effectively Integrating Source-Texts in Essays**

*Mary Eddy U, Jeremy Phillips*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

**English for Specific or Academic Purposes**

#### **ABSTRACT**

Due to student needs in EMI higher-education institutions, EAP is being required at lower English proficiency levels. A building-block approach of systematically developing general language proficiency before introducing EAP is not feasible when students need EAP to successfully complete their other courses. Two key skills for EAP are critical reading and effective writing. This research explores the effectiveness of an integrated source reading and writing approach to developing students' academic writing. Teachers (n=6) at a tourism-focused Institute in Macau were interviewed on their perceptions after one term using integrated reading and writing tasks to teach academic literacy. Results indicated that some teachers felt source texts helped students develop the content and lexical complexity of their essays, but patch writing was apparent. General academic skill development problems with citation format, cohesion, and reading comprehension were more apparent among students of lower English proficiency. Suggestions are provided for using integrated reading and writing tasks to teach EAP.

*Academic writing; Academic literacy; mixed ability classes; EMI*

### **Towards a 'Leaderful' Sustainable Development? An Interpretive Phenomenological Analysis of Japanese Education**

*Michael D. Smith, Travis Past*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

**Motivation / Identity / Agency**

#### **ABSTRACT**

Japan, a forerunner of Education for Sustainable Development (ESD), positions itself as an advocate for embedding sustainability within pedagogy; yet these efforts remain stifled by a cultural adherence to 'top-down' hierarchical practice. Against this background, leaderful classroom pedagogy's emphasis on collaboration, shared responsibility, and empathy emerges as a viable alternative to top-down leadership

models. Accordingly, an Interpretative Phenomenological Analysis was undertaken with Japanese university students attending a global studies program. Through semi-structured interviewing, participants shared and reflected on their lived experiences of leadership and ESD, with findings indicating that hierarchical leadership structures hinder the egalitarian, student-orientated approach deemed prototypical to ESD and, thus, opportunities to inhabit meaningful leadership roles. While leaderful practitioners face considerable challenges if attempting to uproot leadership models firmly ingrained in the teacher-leader student-follower duology, we posit that the relationship between ESD and leaderful classroom pedagogy is mutually beneficial.

*ESD; SDGs; Leaderful Pedagogy; Sustainability; Japan*

### **Collab in Times of Anxiety**

*Maria Lisak*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

Korean university students rebuild connections in face-to-face team assignments. When there is no escape from people, how can everyone participate comfortably despite students describing anxiety about working with real people instead of Zoom screens? Late 2022 saw institutionally-encouraged face-to-face classes return as the learning norm. However, learners expressed high levels of anxiety regarding face-to-face classes. To cope with this the teacher practitioner conducted regular check-ins regarding student-reported anxiety about learning. Thinking of the face-to-face classroom as a “new” learning environment, the teacher researcher walks through collaborative scaffolding to help learners engage despite discomfort and nervousness. The presenter will share how they re-worked Hmelo-Silver, Chernobilsky, and Jordan’s collaborative learning processes in new learning environments into their physical classroom after two years of online Zoom classrooms.

Hmelo-Silver, C. E., Chernobilsky, E., & Jordan, R. (2008). Understanding collaborative learning processes in new learning environments. *Instructional Science*, 36(5), 409-430.

*learning anxiety, collaborative learning processes, new learning environments*

### **The Use of Internet-Based Paraphrasing Tools in Developing Written Language Complexity**

*Ngoc Ha Nguyen*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

L2 essay writing depends heavily on resources such as inputs from prewriting tasks, teachers, or dictionaries. The availability of Internet-based paraphrasing tools recently has offered learners a rich resource in terms of structures and vocabulary. The study explores how these tools help learners develop lexical and structural complexity in their written language. Totally 10 senior English majors from a college were allocated into two groups to write a 200-to-250-word essay every week during a course of 6 weeks. One group was instructed to use Wordtune - an AI-powered paraphrasing tool to revise their essays in the following week. The result from quantitative data shows no significant difference in lexical diversity while structural complexity of the group with Wordtune has increased slightly over time. Qualitative data from a week-by-week timescale also show how learners utilized and internalized the structures from the tool. Overall, the participants all felt positive about the tool.

*Writing, AI-powered paraphrasing tool, lexical diversity, structural complexity*

## **Commercials and Signs as ESL/EFL Teaching Tools**

*Peter Byun*

Poster Presentation (Asynchronous)  
Asynchronous (Online)

### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

Many ESL/EFL learners are unaware of the societal issues associated with English-speaking cultures. This creates a gap in the learning process because they are unable to understand specific references or discussions within the new culture (Bastos et al., 2022). ESL/EFL teachers have a responsibility to fill the gap by providing the students with tools that will support their learning. This asynchronous poster presentation aims at using commercials in media and various signs as learning tools to support ESL/EFL learners for their intercultural adaptation. Commercials in media and various signs can be used in ESL/EFL classrooms to help the students increase cultural awareness because they involve current events and language, which cannot be found in textbooks. The students can listen to the commercials or see various signs and discuss the themes within them. A variety of ideas to use commercials in media and signs will be provided through the presentation.

*commercials, signs, culture*

## **Practical Steps to Conducting Practitioner-Research**

*James Bury*

Poster Presentation (Asynchronous)  
Asynchronous (Online)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

One of the most impactful questions I have ever heard at a conference came in the form of two simple words: 'So what?' The question perfectly illustrated the position of many educators who feel that a lot of research is decontextualized and detached from the problems and realities of their practice (Rose & McKinley, 2017). One way of bridging this perceived gap between research and practice is for in-service teachers to conduct their own practitioner-research.

Despite the benefits associated with engaging in practitioner-research, there are numerous factors that prevent teachers from doing so, including the perceived difficulty. In order to address these issues, this presentation outlines a 13-step cycle (adapted from Bury, 2023) that can be followed to actively conduct research in classroom contexts. It is hoped that the procedure introduced in this cycle will enable teachers' confidence in conducting research and sharing their findings to grow, leading to valuable, practical insights being gained.

*Practitioner-Research, Professional Development, Action Research*

## **Fear of Public Speaking: The Truth Amongst ESI Learners**

*Hasmina D. Sarip*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

### **Speaking / Conversation / Pronunciation**

#### **ABSTRACT**

Public speaking is both a strength and a weakness. When you overcome it, you gain inner strength and self-esteem. But, when you don't, the experience becomes a great challenge. It also provides training in a variety of personal and social competencies such as self-awareness, self-confidence, and dealing with the fear of communicating. However, Spijck (2011) amplified that almost eighty out of every hundred people experienced public speaking anxiety at a small or large scale. Four out of every ten people rank public speaking fear as one of their top three apex fears, often a fear more dreadful than death. This

quantitative research investigated the level of anxiety of Purposive Communication students at Mindanao State University and the factors causing this fear of public speaking. The respondents answered a modified survey questionnaire that identified the following factors namely: expectations and exposure, confidence, lack of vocabulary and lack of preparation.

*Anxiety, ESL Learners, Factors, Public speaking*

### **Investigation of Diverse Raters' Awareness and Strategy Use in Assessing Summaries**

*Makiko Kato*

Research Report/Paper (Asynchronous)

Online (Asynchronous)

**Assessment / Testing**

#### **ABSTRACT**

Summary writing assessment concerns persist regarding its reliability, validity, and practicality in educational settings, as evaluating various abilities and skills complicates the process. Therefore, this investigation aimed to examine the rating strategies and awareness of assessing summaries written by Japanese university students, focusing on raters with diverse backgrounds, such as native or non-native English speakers and novices or experts.

The study results show that some items did not provide sufficient reliability among experienced raters, even with adequate training. In contrast, it produced higher reliability among inexperienced ones. Furthermore, rating agreements and score decisions did not differ by raters' native language. Instead, these differed depending on the raters' experience. However, no significant differences were found among the raters' strategies during the evaluation.

*Summary writing, Japanese EFL Learners, Analytic Rubric, Language Assessment*

### **Negotiating English L2 Identities in Chinese, Korean and Japanese contexts: Implications from a Systematic Review**

*Amelia Yarwood*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Motivation / Identity / Agency**

#### **ABSTRACT**

The EFL learning experience has significant implications for how identities emerge, are negotiated, challenged and renegotiated (Huang & Benson, 2013). This presentation reports on the findings of a systematic review designed to take a holistic approach to understanding the EFL learning experience by reviewing the social, cognitive and affective factors found in 21 research reports from China, Korea and Japan. Social relationships, social capital, national identity and examinations were revealed as the most frequent social influences on identity negotiation across the three EFL contexts. While affective and cognitive factors were equally present in the reports, these interacted with social factors or each other to influence how individuals perceived, or were perceived as English learners, users and speakers. The presentation concludes with the stance that more comprehensive understandings of EFL identity work can be arrived at through collaboration with scholars who have additional languages and resources at their disposal.

*Systematic review, EFL contexts, EFL learner identity, call to collaborate*

## **Connecting with English Teachers Online: Challenges in Teachers' Professional Social Media Use**

Yurika Ito

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Teacher Education / Professional Development**

### **ABSTRACT**

The past decade has witnessed a growing number of studies illustrating how online teacher communities on social media platforms offer a worthwhile space where teachers can easily exchange teaching ideas, ask questions, collaborate with others, and obtain emotional support. Instead of seeing online teacher communities through rose-tinted glasses like most studies in the existing literature, the present study focuses on identifying the drawbacks of teachers' uses of social media for professional learning purposes. Data were collected via online observations of an online language teacher community and semi-structured interviews with 30 English language teachers who are professionally making use of at least one social media platform. The findings are discussed in terms of the challenges associated with teachers' professional uses of social media, and, ultimately, the ways in which social media might best be incorporated into teachers' professional learning practice are suggested.

*Online Teacher Communities, Social Media, Informal Teacher Professional Learning*

## **The Translanguaging Practices of Emergent Korean-English Bilingual Children in Korea**

Christina Jung

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Language Policy / World Englishes / English as a Lingua Franca / Translanguaging**

### **ABSTRACT**

There has been a tremendous growth of multicultural families in Korea since the last forty years. In part from this upward projection, this study investigated how Korean-English emergent bilingual children living in Korea conduct translanguaging practices for various purposes. Anglophone fathers'™ perceptions of their bilingual children's™ language proficiency, the translanguaging practices of Korean-English bilingual families in Korea, and the impact of translanguaging practices on bilingual children's™ self-identity development are explored. There were three major findings. First, parents of emergent bilingual children generally value high proficiency in both languages. Second, translanguaging is often practiced for communicative purposes. Finally, translanguaging has an important effect on emergent bilinguals'™ self-identity development. Based on the results, implications are drawn with regards to the needs of emergent Korean-English bilingual children and their families in Korea.

*multiculturalism, identity, translanguaging*

## **Shared Development: Promoting Shared Lesson Plans to Enhance Professional Development**

Nomintuul Byambatsogt, Tamir Myagmarsuren, Chuluuntumur Damdin, Davaanyam Damdin

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Teacher Education / Professional Development**

### **ABSTRACT**

This action research aims at examining the impact of shared lesson plans on teachers' professional development. "The shared lesson plans" term refers to collaborative lesson planning which allows teachers to apply the same lesson plans to their teaching practices regardless of their differences. The research was conducted among 10 English teachers in two schools in a rural area of Mongolia for 48



weeks. The data was collected through the interviews, the story of the group chat, and students' feedback for the teachers. The data were thematically analyzed. The result of the research shows that all 10 teachers benefited from the shared lesson plans in terms of their teaching methods, and professional, academic and personal growth according to the socio-cultural theory of Vygotsky. The findings suggest that novice and reluctant teachers should be more mentored and taken care of throughout the implementation of the shared lesson plans.

*shared lesson plans, collaborative lesson, professional development, personal growth*

### **Trial and Error: Learning to Teach with Computers in a 1:1 Program**

*Steven Lim*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Technology / Online Learning / CALL / MALL**

#### **ABSTRACT**

This case study followed two junior high English teachers for the first year of a 1:1 device program in which each student was given a Chromebook. The aim was to discover how the participants used the computers and their beliefs regarding the pedagogical benefits of the technology through a series of semi-structured interviews. Students' responses were analyzed with a Likert-scale questionnaire and open-ended questions to determine if how the teachers utilized the devices led to differing perceptions regarding their usefulness, ease of use, and attitudes. Examples of student presentations were examined to ascertain how the teachers' utilization of the devices influenced produced work. Although teachers varied in the manner, frequency, and purpose with which they employed the Chromebooks, both sets of students responded positively to their implementation, but had differing concerns regarding the technology. With 1:1 devices programs becoming ubiquitous, such case studies can contribute to the collective learning experience.

*CALL, 1:1 Devices, Technology, Teacher-Centered Approach, Learner-Centered Approach*

### **Influences of Socio-cultural Factors on the Writing Mindset and Grit of Senior High School Students in Writing Academic Papers**

*John George P. Pastor*

Graduate Student Showcase (Asynchronous)

Asynchronous (Online)

**Neuro-ELT / Psychology / Psycholinguistics**

#### **ABSTRACT**

This causal, quantitative-descriptive study aimed to analyze the potential influences of socio-cultural factors on the writing mindset and grit of the Senior High School students in writing academic papers and to determine which demographic variables (gender, ethnicity, academic track) predict them. Using the writing mindset scale (Sieben, 2015) and the short grit scale or Grit-S (Duckworth & Quinn, 2009), it was found that the participants' writing growth mindsets are consistently more superior to their writing fixed mindsets, and their overall grit scores are stable at a somewhat gritty level across all stages of the academic writing process. The responses in the reflection prompts were also analyzed for recurring ideas and some were cited to support or validate the findings of the quantitative data. The results showed that only the participants' ethnicity, not their gender or academic track, was found to be significant in predicting their writing growth mindset, whereas only ethnicity and academic track, but not gender, were significant in predicting their writing fixed mindset when writing academic papers. Lastly, no socio-cultural factor was found to be significant in predicting the participants' overall grit in writing academic papers. The knowledge that arises out of this investigation asserts that success in the academic writing process is based not only on a person's cognitive abilities, but also on their perceptions of themselves and their

writing abilities. Discovering the unknown characteristics of writing mindset and grit could lead to a greater understanding of the nature of self-beliefs and how they interact with learners' individual thinking processes at different stages of the writing process.

*Writing fixed mindset, Writing growth mindset, Grit*

### **Internationalization at Home: Virtual Cultural Exchange Among Korean and US College Students**

*Kyongson Park*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

This is a reflective report on experiences and impact of virtual exchange among Korean and US College students during the pandemic. Educational college students at a public university in the US had opportunities to virtually meet college students in Korea who are learning English across the disciplines at a large national university. Based on the pre-survey result, US educational college students showed their high interests in virtual language and cultural exchange. US students (n=10) and Korean students (n=20) met five times via Zoom for about an hour throughout one semester. The purposes of the project are as follows: 1) Making global friends; 2) Study abroad at home; 3) Developing intercultural communication competence (Deardorff, 2009); 4) Practice the ESL teaching skills; 5) Cultural exchange. The reflections of US students are discussed by sharing positive and negative impact of virtual exchange. At the end, future research plan of virtual exchange is suggested.

*Virtual Exchange, Internationalization, Intercultural Competence*

### **An Action Research on Teaching English Pronunciation Using English Songs in EFL Classrooms**

*Thi Manh Ha, NGUYEN (Asoko Nguyen), Nguyen Thi Kim Thoa*

Pecha Kucha (Asynchronous)

Asynchronous (Online)

**Speaking / Conversation / Pronunciation**

#### **ABSTRACT**

This paper aims to identify an effective technique in deploying English songs in teaching English pronunciation in EFL classrooms in Long An province (Mekong delta region in the south of Vietnam). High school students find it challenging to pronounce many English words. To enhance students' production of the various sounds and supra-segmental features of English, the researchers used English songs as a supportive technique in EFL classrooms. Using an intuitive-imitative approach the steps of planning, acting, revising and reflecting in the classrooms was recycled. To collect data 120 students were invited to respond to surveys and 30 were interviewed to share their perceptions and thoughts regarding their English pronunciation improvement if any. Thematic analysis and statistical analysis were used for each type of data collection. The main findings suggest that learning English pronunciation with English songs is effective. Mainly, students improve rhythm and gain accuracy in pronunciation of the tonic unit of the utterance, which helps them speak confidently to some extent.

*English pronunciation, English songs, rhythm, stress, sound*

## **Raising Awareness of Collocation in EFL Classrooms: A Mixed-Method Study**

*Thi Manh Ha, NGUYEN (Asoko Nguyen)*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Vocabulary**

### **ABSTRACT**

This paper reports a mixed methods study using an exploratory design. It aims to record the responses of young adult students in learning English collocations in EFL classrooms when their awareness of the linguistic items was raised through instructional interventions. A total of 116 students whose ages ranged from 16 to 24 years old participated in the research procedure. First, the participants responded to the surveys, then 50 of those students were interviewed for in-depth exploration of their English collocation awareness. A statistical analysis of the survey data, a theme analysis of the interview data, and an interpretation of integrated quantitative/qualitative findings were included in this study's data analysis scheme. Findings show that as students' awareness of collocation is raised in EFL classrooms, they perform better in learning English collocation and are more confident speakers of English who sound more natural when they practice.

*English collocation, English collocation awareness, EFL classrooms*

## **The Triple Perspective Approach to Learning**

*Brian Gallagher, Michael Savage, Gerry Mclellan*

Poster Presentation (Asynchronous)

Asynchronous (Online)

**Materials / Course / Curriculum Design**

### **ABSTRACT**

This poster presentation will explore the effectiveness of a triple perspective textbook as a novel approach to learning and teaching. The concept of the genre is both simple and complex in that the perspectives given by the 3 characters (triple perspectives) are recommendations on how to learn a specific topic or skill. This style of instruction or advice demonstrates more than one way of doing any one task. The idea of this new genre is to help students develop their own learning style and their own way of doing tasks based on the advice from three sources. The concept is born of the idea that students need to hear a range of advice in learning new skills while appreciating that everyone is different somehow, and that being comfortable in this knowledge, ownership of their own techniques and style is a critical part of self-development and success. This approach lets students read simple texts that are genuine advice from real teachers, and to afford them space to write down the ideas and techniques of these three experienced teachers. From here they choose their own preferred styles and which strategies to adopt. This is a new approach to instruction.

*New Approach, Study Skills, Materials*

## **Accelerating Feedback and Transmitting it to Students Using Google Workspace**

*George MacLean*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Classroom Management**

### **ABSTRACT**

This practically-oriented presentation will explain and demonstrate the use of Google Workspace applications to build a transparent learning environment. It demonstrates an everything-in-one-place Master Sheet for class work, homework, feedback and anything else that might regularly be needed. The use of Google Forms and Sheets to accelerate feedback will briefly be explained and demonstrated thereafter. Finally, I will show an example of a grade book that permits students to monitor their progress

in a course and to access and submit incomplete assignments. The outcome of this presentation should be basic knowledge about Google Workspace applications that promote accelerated feedback and transparency, as well as how to build a dynamic spreadsheet that can be shared with students (all the while preserving anonymity). Although the context of this presentation is from my experiences at a university level, the basic premises and the applications that will be demonstrated could readily be used at many levels.

*Feedback, Best practices, ICT enabled pedagogy*

### **From Language Learning History to Life Narrative**

*Amelia Yarwood*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Motivation / Identity / Agency**

#### **ABSTRACT**

This presentation aims to explore how the autobiographical narratives of L2 learning experiences influence, inform and are integrated into the life narrative (McAdams 2018) of Kana, a Japanese learner of English. Grounded in data gathered from a longitudinal study, this presentation focuses on the stories contained and elaborated on when interview data was gathered alongside a visual language learning history representing Kana's pre-university experiences. The autobiographical narratives shared were analysed using Barkhuizen's (2016) short story approach. Based on the assumption that strong emotions facilitate the integration of experiences into a life narrative (Pasupathi et al., 2007), a micro-analysis of emotions was also conducted to understand the dynamic ways in which emotions interact with the formation of a life narrative. The analysis revealed a complex interaction between contextual factors, emotional evaluations of situations and core identity concerns which influenced which autobiographical narratives were integrated into Kana's various English identities.

*Autobiographical narratives, EFL learner identity, Emotions*

### **Effects of Receiving Weekly Peer Feedback on L2 Speaking Development**

*Shzhchen Nancy Lee*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Speaking / Conversation / Pronunciation**

#### **ABSTRACT**

This presentation talks about the effects of receiving weekly peer feedback on speaking development over time. Research has indicated that peer feedback can improve the process and product of language learning (Lee & Tajino, 2008). While teachers make more comments on grammatical features, students generate more comments on content, organization, and vocabulary. A total of 38 students participated in this seven-week study. Each week, all participants narrated and recorded a different four-picture cartoon in English. Participants listened to each other's recording and gave feedback to improve their partner's narration. After receiving comments, participants narrated the same cartoon again. All narrations over seven weeks were recorded, transcribed, and analysed. Comparing post-test with pre-test, participants improved in syntactic accuracy and fluency. Furthermore, three participants' speaking output was qualitatively analysed in terms of trajectory changes in complexity, accuracy, and fluency. This presentation concludes with pedagogical implications for integrating peer feedback into TBLT classrooms.

*Peer feedback, speaking, complexity, accuracy, fluency, TBLT*

## **Project TRANSLATE: A Pedagogical Translation Approach in Improving English Language and Literacy Skills to Emergent Bilinguals**

*Danielle Joo*

Graduate Student Showcase (Asynchronous)  
Asynchronous (Online)

### **Reading**

#### **ABSTRACT**

This presentation will delve into how EFL teachers can leverage the home languages of their emergent bilingual students to develop English language and literacy skills through collaborative translation. This presentation will include developed materials, anecdotes, and professional learnings from the experience of bringing this pedagogy to life, along with highlighted student work that was produced. Affordances and constraints of collaborative translation for different contexts and settings will be discussed. As part of this discussion, common questions will be addressed, such as how to use TRANSLATE when an EFL teacher does not share the same home language as their students. It is our hope that conference participants come away from this demonstration with tangible strategies for leveraging bi/multilingual students' home languages in all content areas including EFL instruction. Similarly, we hope this presentation encourages conference participants to generate additional pedagogical strategies that leverage students' complete linguistic and cultural repertoires.

*translanguaging, pedagogy, multilingual, bilingual, emergent bilingual, pedagogical translation,*

## **The Effects of a Self-Study Program on Pre-service Teachers' English Pronunciation**

*Mai Matsunaga*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

This study examined the results of a one-year self-study program where Japanese pre-service elementary school teachers (52 first-year university students) conducted a self-study activity of their pronunciation skills. They practiced English pronunciation from an assigned textbook outside of class. In order to evaluate the change in the participants' English proficiency and teaching skills, a survey was conducted before and after the program. Comments in the post-treatment survey suggested that they felt more confident with their pronunciation towards the end of the program. On the other hand, the majority of the participants mentioned that they felt the need for further self-study to improve their pronunciation in actual teaching situations, and also to adjust their English "teacher talk" to the level of their students' proficiency. It seems that the self-study program provided the participants with an opportunity to reflect on their growth as teachers and recognize areas for further improvement.

*Elementary School, Pre-Service Teachers, Self-Study, English Pronunciation*

## **Preservice Teachers' Flourishing and Teacher Resilience Through Online Mentoring**

*EunJeong Park*

Research Report/Paper (Asynchronous)  
Asynchronous (Online)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

This study explores EFL preservice teachers' perceptions and experiences in online mentoring, expected to promote flourishing and teacher resilience in teacher education. A qualitative research design was used to gain insights into preservice teachers' experiences of resilience and flourishing. Data from interviews, e-survey questionnaires, and artifacts were collected from 23 preservice teachers majoring in English language education at a medium-sized national university in Korea. Among the participants, six

were given in-depth interviews for a better understanding of the conception of flourishing and teacher resilience. Findings reveal that four themes of flourishing were identified by this study, contributing to research on teaching EFL learners and teacher education in TESOL. Moreover, teacher resilience was found in the interviews and e-surveys. This study suggests that more research should be conducted to examine the conception of teacher resilience and the function of flourishing in fostering positive attitudes among EFL preservice teachers to their teaching and learning.

*Flourishing, teacher resilience, preservice teachers, teacher education*

### **A Study on EFL Writers' Emotional Expressions and Perception**

*Yutaka Fujieda*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

#### **Writing**

#### **ABSTRACT**

This study interpreted the meanings of writing in English by examining the indescribable feelings or felt sense of EFL writers through their experience and practice of English writing.

To investigate the emotions connected to English writing among 10 Japanese EFL learners, this study employed TAE (Thinking at the Edge) methods. Data were collected from 10 TAE worksheets and individual interviews following the seven phases of the TAE procedure (Tokumaru, 2011).

The findings indicated that the learners struggled to express themselves in English due to the linguistic differences between Japanese and English, which negatively affected their confidence in writing. Through their experiences of writing in English, the participants emphasized the importance of improving their writing proficiency and building their sense of achievement derived from their written work. This presentation will discuss the potential for using the TAE approach to further explore the emotions involved in L2 writing.

*L2 writing, emotion, TAE*

### **Relative Clauses in Written Hong Kong English: A Corpus Based Study**

*Chi Wui Ng*

Graduate Student Showcase (Asynchronous)

Asynchronous (Online)

#### **Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

This study verifies predictions of hypotheses about second language learners' development of English relative clauses (RCs) with data of written Hong Kong English (HKE) and identifies quantitative and qualitative differences in attributes of RCs between HKE and British English (BrE). Data were collected from the Hong Kong and Great Britain components of the International Corpus of English. wh relatives and that relatives were identified and coded. Frequencies of occurrence of distinct types of RCs in the Hong Kong component were compared to evaluate whether predictions of the three hypotheses are supported. RCs in the two components of the corpus were compared quantitatively and qualitatively. Hypotheses about second language learners' development of English relative clauses and comparisons between relative clauses in the two varieties can inform English language education in foreign language classrooms to embrace variational diversity of the English language.

*English relative clauses, Hong Kong English, corpus linguistics*

## **Cultural Differences in EFL Teaching Methods Between Korean and Non-Korean Teachers**

Thomas Sean Jeffery

Pecha Kucha (Asynchronous)

Asynchronous (Online)

### **Culture & Cross-/Intercultural Perspectives**

#### **ABSTRACT**

This study was designed to assess the key cultural differences in teaching between Korean and "western" teachers, and to analyze why these differences might exist. A questionnaire was given to 35 Korean and 36 Non-Korean teachers to find where significant differences between teaching methods, approaches and pedagogies exist. After this, follow up interviews were undertaken. The most significant data finding was the emphasis that Korean teachers place on testing and memorization compared to the Non-Korean cohort. This study also showed a key difference in the way Korean and non-Korean teachers viewed and used verbal immediacy and lesson planning. Finally, the qualitative data from the study showed a strong preference on the part of Korean teachers to move away from more traditional aspects of the Korean classroom environment towards a more processed based approach in which creative and critical thinking could be enabled.

*ESL, Korea, educational culture, pedagogical differences, teachers, Confucian*

## **Teachers' Perceptions of Critical Thinking Skills in the EFL Classroom**

Hsiao-Wen HSU

Research Report/Paper (Asynchronous)

Asynchronous (Online)

### **Teacher Education / Professional Development**

#### **ABSTRACT**

Trends in academic curricula worldwide have highlighted the need for language learners to develop critical thinking skills for academic and social success. However, there are few studies on what EFL teachers think of critical thinking and how they incorporate it into their teaching. This case study aimed to provide an overview of Taiwanese EFL teachers' awareness and perceptions of teaching and promoting critical thinking skills. Four experienced EFL teachers participated in this study. Data were collected through semi-structured interviews and classroom observations. The results indicated that these teachers were optimistic about incorporating critical thinking into language teaching and used various strategies to encourage students to think critically. However, teachers also reported that they found it difficult and encountered obstacles due to learners' language levels and contextual factors. Accordingly, these teachers expressed the need for professional development in order to provide effective instruction that guides their students in critical thinking.

*Critical thinking skills, EFL, tertiary level, teacher development*

## **Poetry-Based Instruction: Teachers' and Students' Perceptions**

Gutkovskii Aleksandr

Research Report/Paper (Asynchronous)

Asynchronous (Online)

### **Materials / Course / Curriculum Design**

#### **ABSTRACT**

Using poetry for learning and teaching English has long been a controversial topic. Despite numerous research studies suggesting that poetry boosts students' self-expression and creativity, many teachers might still feel reluctant to use poetry in their classes. This research aimed to measure teachers' and students' perceptions of reading and writing poetry in an English classroom. The research instruments included both surveys and individual interviews that focused not only on reading

but also writing simple poems in English. In this presentation, I will discuss the results of the research and outline several practical points on how to effectively use poetry in a classroom. The findings indicate that students were mostly interested in the expressive ability of poetic reading and writing, whereas teachers highlighted the benefits of poetry interpretation and possible drawbacks of poetry usage.

*Poetry, Self-Expression, Creativity, Creative Writing*

### **VoiceThread for Multimodal Collaboration and Affordances of EFL speaking communication**

*Chia-Yi Li*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

#### **Multiliteracies / Multimodality Multiple Skills**

#### **ABSTRACT**

VoiceThread (VT) is an online communication tool with images, power points, videos, and documents. Establishment of multimodal-based chat communities has been linked to improved engagement, retention, and learning outcomes. The present study explored EFL learners'™ use of VoiceThread and voicing their responses of communicative task via VoiceThread, in order to gain insights into learner perceived effectiveness of VoiceThread for digital communication and speaking interaction. The participants were undergraduate students who attended sixteen weekly sessions that combined instruction with VT activities. A mixed-method research design was adopted. The instruments were VT tasks, comprehension tests, oral interview, and a questionnaire of learners'™ attitude. The results revealed that multimodal learning demonstrated more effectively than traditional, unimodal learning. It is concluded that multimodality afforded by VT can be more advantageous for online collaboration and engagement. Suggestions for course design and for evaluation are also offered.

*online communities, VoiceThread, multimodality, digital communication*

### **Proposing Mixed Methods research to Understand Study Abroad Experiences of Japanese Students**

*Christopher Samuel*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

#### **Research Methodologies & Approaches**

#### **ABSTRACT**

With Globalization continuing at an ever-increasing pace, the government and universities in Japan are striving to find ways to foster cross-cultural communication in Japanese students. Therefore, many universities offer students the opportunity to participate in Study abroad (SA) programs, hoping that participation will cultivate internationalized human resources. Yet, there remains little research on the efficacy of SA programs with regards to Japanese students, especially after they return to Japan. This presentation proposes a study to explore how participation in an SA program affects Japanese students' linguistic ability, and if improved linguistic ability affects attitudes towards cross-cultural communication and internationalization. The presentation proposes a sequential exploratory mixed method design consisting of pre-and post-departure qualitative interviews, and quantitative language tests. Through the use of a mixed methods research design, it is hoped that the proposed study methodology can be used by researchers to gain a greater insight into the student's lived experiences, while also generating quantifiable test data.

*Mixed Methods, Japan, Study Abroad; Pragmatics; Cross-cultural Communication; Globalization; Linguistics*



## **When AI learns to Write: Understanding Its Impact on EFL Writing Classes**

*Brian J. Birdsell*

Poster Presentation (Asynchronous)

Asynchronous (Online)

**Technology / Online Learning / CALL / MALL**

### **ABSTRACT**

Writing is one of the four skills often taught in a foreign language classroom. This involves teaching varying strategies in how to effectively write a 5-paragraph essay. Disruptive technologies like neural machine translation systems (i.e., Google Translate, DeepL) now allow students to accurately translate text from their L1 to the L2. More recently, GTP-3 has been released and can generate whole essays from a simple prompt. In this presentation, I will first provide a short background on GTP-3; then examine essays generated by text-da-vinci3, the most capable GTP-3 model available through OpenAi; and finally explore the impact this technology will have on writing classes at the university level. I conclude by considering ways to use GTP-3 as a teaching assistant and how education needs to adapt and evolve with these disruptive technologies by focusing on developing learners' creative and critical thinking and collaboration skills as well as their emotional wellbeing.

*Writing, GTP-3, technology, creativity*

## **Zipfian Distribution and Corpus Frequency Data - Assessing Language Authenticity in English Textbooks and Strategies for Vocabulary Retention**

*David McCurrach*

Research Report/Paper (Asynchronous)

Asynchronous (Online)

**Vocabulary**

### **ABSTRACT**

Zipfian distribution, applied to the context of linguistics, suggests that the most common 100 words comprise 50% of most written or spoken texts; 1000 covers 80%; and 5000 covers 98%. Scholars such as Nation (2013) suggest language learners should learn words systematically, meaning that it would be most logical to learn the most common words in a Zipfian way. Corpora - large databases of authentic written or spoken text - can assist EFL material creators through vocabulary frequency rankings. However, it is unknown whether textbook writers use corpus data, at least in Japan. Thus, a simple analysis of the word frequency of three government-approved Junior High School textbooks was undertaken using the CANCODE Corpus. The results showed that there was evidence of a frequency-based allocation, with some abnormalities resulting from regional variations and exam focus.

*Corpus Linguistics, Corpora, Vocabulary, Textbooks, Frequency, Ranking*

## Presenter Profiles

**Dr. Budour Ibrahim Albeshr** (*Jubail Industrial College, Saudi Arabia*)

**Gutkovskii Aleksandr** (*Soka University, Japan*) Gutkovskii Aleksandr is an assistant lecturer at Soka University, Tokyo, Japan. His research interests include literature and creativity in the EFL education, learner development, and student-designed activities.

**Chitose Asaoka** (*Dokkyo University, Japan*) Chitose Asaoka is a professor in the Faculty of Foreign Languages at Dokkyo University. She holds a Ph.D. in education from Institute of Education, University College London. Her current research interests include teacher education and teacher autonomy.

**Nikki Ashcraft** (*University of Missouri, USA*) Dr. Nikki Ashcraft is an Associate Teaching Professor at the University of Missouri, where she leads the online M.Ed. TESOL program. During her TESOL career, Dr. Ashcraft has taught ESL/EFL and trained teachers in the US, Mexico, Chile, Kuwait, the United Arab Emirates, and Pakistan. She is an English Language Specialist with the U.S. Department of State and has trained Fulbright English Teaching Assistants preparing for assignments in the Middle East and North Africa. Dr. Ashcraft has served in various leadership roles within TESOL International Association, among them Chair of the Teacher Educator Interest Section and Chair of the Membership Professional Council. She is certified in Effective Online Teaching Practices by the Association of College and University Educators (ACUE) and has been honored with Mizzou's Excellence in Online Class Facilitation Award. Dr. Ashcraft has published two books with TESOL Press and numerous book chapters and journal articles.

**Thomas Ashton** (*Kanda University of International Studies, Japan*) Lecturer of English, currently based in Japan working with Kanda University of International studies. Have lived and worked in Japan, South Korea, Turkey, Spain, Uruguay, Argentina and Bolivia.

**Daniel Bailey** (*Konkuk University Glocal Campus, Korea*)

**Jeffrey Baldwin** (*Gwangju Institute of Science and Technology, Korea*)

**May Barbree** (*RMIT Vietnam*) May is the Professional Learning Coordinator in the School of English and University Pathways (SEUP) at RMIT Vietnam. She supports approximately 100 English Language teachers, managers, and professional staff in their professional development, along with a team of 3 specialists. Her recent areas of focus have included an overhaul of SEUP's developmental and evaluative observation programs, back-to-essentials training in writing lesson objectives, and developing training in Reflective Practice for teachers.

**Ankhzaya Batsuuri** (*Mongolia TESOL/ELTAM*)

**Phillip A. Bennett** (*Kanda University of International Studies, Japan*) Phillip A. Bennett has amassed more than two decades of experience working within a diverse range of educational environments catering to learners of all ages and levels of proficiency, including a significant amount of experience in Japanese schools. He holds a MA TESOL from Kanda University of International Studies, in addition to certifications in Learning Advising and InsideOut Coaching. Currently, he serves as a faculty member in the Self-Access Learning Center (SALC) at Kanda University of International Studies while also providing facilitation and training services focused on enhancing cultural awareness and understanding within various business settings. His pedagogical interests center on practical and tangible applications of theoretical frameworks in the classroom and self-access learning. Further interests include learner autonomy, ruptures in language learning, the concept of *umwelt*, and the *verstehen* methodology.

**Leigh Yohei Bennett** (*AIU*) Leigh Yohei Bennett is a lecturer in the English for Academic Purposes department in the Faculty of Liberal Arts at Akita International University. He teaches courses on academic, argumentative and research writing, critical thinking, and sociolinguistics at the undergraduate level. He has authored such manuscripts on merging creative and academic styles of writing in *Knowledge Mobilization in TESOL: Connecting Research and Practice* and exploring Japanese students' concept of

critical thinking in Teaching English for Academic Purposes (EAP) in Japan: Studies from an English-medium University. He received his MA in Applied Linguistics and English Language Teaching from Kings College London and earned his Diploma in English Language Teaching to Adults from the University of Cambridge. He has taught extensively in Japan, South Korea, and the United Kingdom.

**Christopher Binnie** (*Joongbu University, Korea*)

**Brian J. Birdsell** (*Hirosaki University, Japan*) Brian J. Birdsell received a Ph.D. in Applied Linguistics from the University of Birmingham, UK and currently is an Associate Professor in the Center for Liberal Arts Development and Practices at Hirosaki University, Japan. His research interests include metaphor, embodied cognition, creativity, and CLIL.

**David Blasco** (*ETA-ROC*) David Blasco is a French native living in Taiwan. He has been teaching English and French for more than 20 years and his research interests are in writing skills and oral communication skills.

**Gunther Breaux** (*Kangwon National University, Korea*) Gunther Breaux has taught English conversation to Korean university freshmen for 23 years. He's the author of several EFL textbooks, and has presented at international conferences in China, Korea, Japan, Thailand, England and the U.S. His original thought and contribution to English Education is Conversation Based Learning. PlanGBro@gmail.com

**James Bury** (*Shumei University, Japan*) James Bury is an associate professor and researcher based in Chiba, Japan. He has a PhD in Education and his research interests include developing communicative competence, enhancing lexical retrieval, and improving students' self-perceptions of ability and levels of confidence when using English.

**Stephenie Busbus** (*PALT*)

**Alexis Busso** (*Tokyo International University, Japan*) Alexis Busso is a language teaching expert with a Master's degree from the University of Oregon. Her research interests revolve around gamification, pragmatics, process-based learning, intercultural communication, and blended learning. Alexis has extensive teaching experience at various institutions, including Instituto británico de ingles Blighty Bliss in Colombia and the American English Institute in Oregon. Currently, she is serving as a lecturer at Tokyo International University in Kawagoe, Saitama, where she passionately works towards empowering students to achieve their language goals. If you have any queries or would like to get in touch, you can reach out to Alexis at abusso@tiu.ac.jp.

**Nomintuul Byambatsogt** (*1st Secondary School of Khanbogd, Mongolia*) Nomintuul Byambatsogt has been working as an English teacher at the first school of Khanbogd since October 2021 and teaches 12 to 18-year-old (about 107) students. She is one of the founders and leaders of her Shared Goal Professional Learning Community for English teachers of both the first and second schools of Khanbogd. This community aims to promote teamwork, lifelong learning, and sharing, make differences in students' and teachers' lives through language, and train teachers. Nomintuul graduated from the University of the Humanities in 2012 as an English teacher and received her master's degree from the University of Queensland in 2021 in educational leadership. Nomintuul is fond of dancing, swimming, doing yoga, and watching movies at her leisure. One of her core objectives for participating in the KOTESOL is to improve and share her teaching and communication skills, which will help her become a more inclusive and open-minded teacher.

**Peter Byun** (*Alliant International University, USA*) Dr. Peter Byun is a professor in the TESOL program at Alliant International University. He graduated with a Ph.D. in Linguistics with a focus on second language acquisition (SLA) from the University of Illinois at Urbana-Champaign after he received his two MA's in Teaching English as a Second Language (TESL) and in linguistics from the same university. He has taught various groups of English Language Learners and Korean language learners as well as TESOL master and doctoral students. He also worked as an ESOL coordinator in a preservice teacher education program and has developed various TESL/TEFL certificate and master programs.

**Dr. Ivy Chan** (*Singapore Management University (SMU)*) Ivy is an educator of communication and writing courses at the university level. She advocates supporting English language learning and teaching for disadvantaged groups, which is evident in her recent research on refugees. She believes in making learning relevant and practical by exploring innovative pedagogical methods of teaching and curriculum design.

**Mable Chan** (*Hong Kong Baptist University, Hong Kong*) Dr Mable Chan is currently Senior Lecturer at the English Language Centre, Hong Kong Baptist University. Her main research interests include second language acquisition at the interface with language education, and professional/workplace communication.

**Fang-Yu Chang** (*National Taiwan Normal University, Taiwan*) Fang-Yu is a graduate student in National Taiwan Normal University. She used to major in Business, but she has strong passion on English and has taught English for 6 years. Because of this background, she is interested in bilingual issue in Taiwan. She participated in a inquiry-based bilingual community. She co-constructed lessons with different content teachers. She is always curious about how to create a student-centered environment for the learners and kept finding the answer through class observations as well as workshops. What makes her happy is to have students speak up in L2 class and enjoy each moment in her class.

**Chih-Hao Chang** (*Nagoya University of Commerce and Business*)

**Meng Huat Chau** ( )

**Yulin Chen** (*Yuanze University, Taiwan*)

**Yi-chen Chen** (*Yuan Ze University, Taiwan*) Yi-chen Chen obtained her Ph. D. in TESOL at National Chengchi University, Taiwan. She is currently an Associate Professor of Department of Foreign Languages and Applied Linguistics in Yuan Ze University, Taiwan. Her major research interests cover areas from cognitive semantics, second language acquisition, to technology enhanced language learning. She has published papers in Assessing Writing, Language Awareness, Computer Assisted Language Learning, etc.

**Junko Chujo** (*Tokyo City University, Japan*)

**Daniel Cicone** (*University of Suwon, Korea*) Daniel has been teaching since 2008 and has spent most of his career in the Republic of Korea. He earned an MA in policy science from Sejong University in Seoul. Presently, Daniel is involved in researching methods of increasing spoken fluency among EFL students.

**Mitchell Clark** (*Sydney University Centre for English Teaching, Australia*) Mitchell is a Language Teacher at The University of Sydney Centre for English Teaching. He has a Diploma in Education and a Master of Education in TESOL (with Merit) from The University of Sydney. He has substantial TESOL experience in Japan and Australia. His special interests include business English, speaking proficiency and intercultural communication.

**Rhys Colley** (*Kanda University of International Studies, Japan*) Rhys Colley is a lecturer at Kanda University of International Studies in Chiba, Japan. He has an MA in applied linguistics & TESOL from the University of Leicester, and his research interests include learner autonomy and formative assessment.

**Stewart John Cooper** (*Korea University, Korea*)

**Aida Corpuz** (*Tokyo International University, Japan*) Aida Corpuz is a US licensed educator with a teaching background in elementary, secondary, tertiary, and adult education. Her educational background includes a dual Master in Curriculum and Instruction and in Organizational Leadership from Concordia University. She has taught in Hawai'i, California, Nevada, Morocco, and South Korea, and is currently a lecturer at Tokyo International University in Saitama, Japan. Aida's research interests include project-based learning (PBL/PBLL), communicative competency, curriculum and assessment development, and teacher education. Contact: [acorpuz@tiu.ac.jp](mailto:acorpuz@tiu.ac.jp)

**Dr. Tony Cripps** (*Nanzan University, Japan*) Dr. Tony Cripps has been teaching in Japan for over thirty years. He is a Professor of English at Nanzan University (Graduate Program of Linguistic Science and the Department of British and American Studies). His research interests include teacher training, learner autonomy, material design, MOOCs, pedagogical innovation, and English for Medical Purposes (EMP). He has run

numerous teacher-training workshops in Japan and overseas. He is currently working on a major research project (Kaken B – No. 21H00551) funded by the Japan Society for the Promotion of Science (JSPS) which aims to provide pedagogical support for pre-service English teachers in Japan.

**Joe Curd** (*)* Joe Curd holds a Cambridge Delta and an MA in Ed. He has been teaching in Korea for 14 years and enjoy it. He primarily teaches young learners in small groups. He also enjoys being outside and (good quality) coffee.

**Davaanyam Damdin** (*Khanbogd School #1, Mongolia*) Davaanyam Damdin has a masters degree of Educational studies at University of Queensland in Australia and has worked for 2 years in the educational field.

**Chuluuntumur Damdin** (*Khanbogd School #2, Mongolia*) Graduate from La Trobe University in Melbourne and Curtin University in Perth, Australia

**Siyan Dang** (*Waseda University, Japan*) Siyan Dang is a PhD student at Waseda University, Japan, whose research field covers sociolinguistics, second language acquisition and English-medium instruction. Her PhD project is mainly about the Japanese language acquisition of international students in EMI settings. Originally from China, Siyan has been teaching Japanese as a second language to Chinese students for four years, and her insights towards teaching English are largely influenced by the experience.

**Marcel Daniels** (*New York University Shanghai, China*)

**Brett Davies** (*Meiji University, Japan*) Brett Davies is Associate Professor at Meiji University, School of Global Japanese Studies. He completed his Master's degree at Aston University and PhD at De Montfort University. His research interests include the use of creative writing in ESL, developing learner autonomy through the use of authentic materials, and film theory.

**Garrett DeHond** (*Hankuk University of Foreign Studies, Korea*)

**Ricardo Ador Dionisio** (*PALT*)

**Mark Dressman** (*University of Illinois at Urbana-Champaign, USA*)

**Mark Dressman** (*University of Illinois at Urbana-Champaign, USA*)

**Kimberly Noriko Durinick** (*Hansei University, Japan*) Originally from California, USA, Kim Durinick holds a Bachelor's degree in Biological Chemistry from Grinnell College and received her Master's in Education from Framingham State University. Over her numerous years of teaching experience, she has taught students of all ages and levels, from kindergarten to senior citizens, beginner to fluent. She currently works as an assistant professor at Hansei University in Gunpo, South Korea.

**Daniel Dusza** (*Kanda Foreign Language Academy, Japan*) Daniel is a teacher/researcher specializing in digital humanities and neuro-psycholinguistic diagnosis and treatments for Japanese English learners. He has conducted extensive research on the effects of technology on pedagogy and learning, and has conducted intensive research into the neurocognitive processes that form healthy learners, memories, and fluent recall, particularly in young learners of English in Japanese schools

**Robert Dykes** (*JALT CALL Coordinator, Japan*) Robert has been working and living in Japan for over 15 years. He currently works at Sojo University in Kumamoto. Robert is heavily involved in JALT and is currently the CALL coordinator and JALTCALL 2023 conference co-chai

**Thomas S.C. Farrell** (*Brock University, Canada*)

**Raichle Farrelly** (*University of Colorado Boulder, USA*) Raichle (Rai) Farrelly (Ph.D., Linguistics, University of Utah) is a Teaching Associate Professor, as well as the TESOL Director, in the Department of Linguistics. She is also an English language instructor in the International English Center. She is currently serving a 3-year term (2022-2025) on the board of directors for the TESOL International Association. She offers courses on a range of topics including language teaching methods, teaching L2 oral skills, pedagogical grammar, world language policy, the TESOL practicum, and an introduction to linguistics. Her professional interests include

second language teacher education, reflective teaching, curriculum design, community-engaged learning, and teaching refugee-background adults.

**Benjamin Filer** (*Aichi Prefectural University, Japan*) An Essex boy (well, old man really) living in central Japan. Currently working at Aichi Prefectural University. Research interests include teacher development, teaching approaches and dictionary use. I look forward to meeting some of you at KOTESOL 2023.

**Yutaka Fujieda** (*Kyoai Gakuen University, Japan*)

**Akie Fukushima** (*Kio University, Japan*) Akie Fukushima is an associate professor in the Department of Modern Education at Kio University, Nara, Japan. Her research interest is how Japanese high school students improve interactional competence in English through classroom activities. With conversation analysis(CA) as a theoretical and analytical framework, she analyses novice learners' in-class pair works.

**Roger Fusselman** (*Joongbu University, Goyang Campus, Korea*) Roger Fusselman has been teaching various students in Korea for many years, including at institutions such as Sookmyung Women's University and Seoul National University of Education. He currently teaches English, improvisational theater, and comic book history and culture at Joongbu University, Goyang Campus. In addition to TESOL as a whole and specialties evident in the courses he teaches, Mr. Fusselman is also interested in writing, illustration, and materials design. He has also been a member of Seoul City Improv and Toastmasters in Korea.

**Brian Gallagher** (*Meijo University, Japan*) <https://anthonybriangallagher.weebly.com/>  
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**Stephen Gallas** (*SPEP*)

**Sean Gay** (*Kyoto University of Foreign Studies, Japan*) Sean Gay has a MS in TESOL and PhD in Health Services. He is an Assistant Professor at the Language Center in Kyoto University of Foreign Studies. His research interests include: EFL writing assessment, research-based curriculum development, disaster management, CLIL, identity in EFL, and critical thinking in EFL.

**Bladimie Germain** (*Reitaku University, Japan*) Bladimie Germain is currently based in Japan. When I first started teaching, I mainly taught EAP, but on moving to Japan most of my teaching centres general English, with some opportunities for soft CLIL through learning about global or local issues. Recently, I have been more interested in research teachers and learning about their experiences because although teachers are a central component in the classroom and the institutions that they are in, they are often under-researched. I am also interested in Community of Practice and socio-cultural aspects of the the various groups within an institution.

**Marina Goto** (*Temple University, Japan*) Marina Goto has more than ten years of experience teaching English to EFL students both face-to-face and online. She has completed a Master of Science in Education (TESOL) at Temple University Japan. She is currently creating English content and materials for an Edtech company. Her research interests include Task-based Language Teaching, Content and Language Integrated Learning, Phonics Instruction, and Computer-Assisted Language Teaching.

**Joe Greenwood** (*Yeonsung University, Korea*) Joe Greenwood currently works as an Assistant Professor of English at Yeonsung University in South Korea, where his main responsibilities are teaching practical English courses and ESP and content-based courses to students across the university. Joe has been teaching English for ten years, as well as working in the HE sectors in both the UK and South Korea. Holder of an MA TESOL and Applied Linguistics and a PG Dip TESOL, Joe is currently working towards his PhD by published works. His research centres around needs analyses, their creation and application in HE.

**Maria Leonora Guerrero** (*Cavite State University, Philippines*) Maria Leonora Guerrero is from the Philippines. I work at Cavite State University Naic as an assistant professor. I obtained my Master of Education in English Language Teaching at Philippine Normal University, where I am also pursuing a PhD in Applied Linguistics. I am now working on my dissertation on translanguaging. I find research topics on language policy and planning, pragmatics, multilingualism, translanguaging, and second language acquisition fascinating.

- Qingli Guo** (*Universiti Malaya, Malaysia*) Qingli Guo is a Ph.D. student in the Faculty of Education at Universiti Malaya. She earned her master's degree in teaching Chinese as a Second Language at Beijing Language and Culture University. Her research interests include Chinese teaching and learning, and ecolinguistics.
- Yu Jung Han** (*University of Rochester, USA*) Yu Jung Han is an avid traveler and a proud TESOLer with 19 years of international teaching experience, first in her native country of Korea, and later in Japan and the United States. She received her Ph.D. in Education from the University of Rochester (Rochester, NY) where she is currently teaching and working. Her research interests include interest-driven language teaching and learning, transcultural fan practices and identity development as well as technology-assisted language learning.
- Christopher Hascall** (*Joint Forces Military University - Korea Defense Language Institute*) Christopher Hascall obtained an undergraduate degree in East Asian international studies and a graduate degree in TESOL. Since completing a U.S. Fulbright fellowship in South Korea in 2016, he has been teaching in higher education in both Japan and Korea. Currently, Christopher teaches English communication and pronunciation to members of the ROK Armed Forces at the Joint Forces Military University's Korea Defense Language Institute campus. Christopher is especially interested in the practical applications of phonological and phonetic research as they relate to accent modification and materials development.
- Christopher Haswell** (*Kyushu University, Japan*)
- Lindsay Herron** (*Gwangju National University of Education, Korea*) Lindsay Herron has been a visiting professor at Gwangju National University of Education in Korea since 2008; prior to that, she taught English on a Fulbright grant in Seogwipo, Jeju-do. Currently a doctoral candidate in literacy, culture, and language education at Indiana University (USA), she also has a master's in language education; a master's in cinema studies; bachelor's degrees in English literature and psychology; a postgraduate certificate in learning sciences, media, and technology; a CELTA; and the CELTA Young Learner Extension. Her current research focuses on the critical cosmopolitan literacies of language learners participating in an online cross-cultural exchange. Lindsay is the current president of KOTESOL and the registration director for the conference.
- Sandra Houghton** (*Circular Learning, Australia*) Teacher, Teacher Trainer and Instructional Designer based in Perth, Western Australia.
- Shu-Fei Hsieh** (*National Taiwan Normal University, Taiwan*) Shu-Fei Hsieh has been researching language learning strategies since she started her academic career. More specifically, due to the special needs in Taiwan, she focuses her attention on listening strategy instructions. Along with the trend and development, she also helps with different bilingual projects at National Taiwan Normal University. Besides academic work, she also volunteers as an adult scout leader in her local community.
- Chia-Ling Hsu** (*National Taiwan Normal University, Taiwan*) Chia-Ling Hsu is currently pursuing her graduate studies at National Taiwan Normal University (NTNU) in Taipei, Taiwan. She has worked as an intern English teacher at a public senior high school in Taiwan, and has also taught at a language learning center and as a private English tutor. Being passionate about teaching and lesson design, she dedicates herself to creating interesting and effective lessons for her students. She also enjoys exploring new ideas with students, and find it fulfilling to see them grow and develop through her lessons.
- Hsiao-Wen HSU** (*Ling Tung University, Taiwan*) Hsiao-Wen Hsu is associate professor in the Center of General Education of Ling Tung University in Taiwan. Her main areas of research interests include EFL teachers' motivational strategies, students' motivational changes and the application of project-based method in ESP teaching.
- Jeng-yih Tim Hsu** (*National Kaohsiung University of Science and Technology, Taiwan*) Jeng-yih Tim Hsu is an associate professor at the Department of English, National Kaohsiung University of Science and Technology, Taiwan. Tim holds a doctorate in Composition and TESOL from Indiana University of Pennsylvania, USA. He earned his Master in English Language and Linguistics from University of Arizona, USA. He is fluent in both English and Mandarin Chinese, and also speaks Japanese. His teaches courses on

business writing, business presentation, and his current research interests center around adapting Problem-based Learning (PBL) into EFL classrooms.

**Ju Chuan Huang** (*National Taiwan Ocean University*)

**Caroline Hutchinson** (*Nihon University College of Economics, Japan*) Caroline is an Associate Professor at Nihon University College of Economics, Tokyo, Japan. She has previously taught in the UK, Hungary and Vietnam. Her research interests include learner autonomy, English-Medium Instruction/ CLIL, history and culture in the classroom.

**Yurika Ito** (*Waseda University, Japan*)

**Francisca Maria Ivone** (*Universitas Negeri Malang, Indonesia*) Francisca Maria Ivone teaches at the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. She researches ELT, Technology-Enhanced Language Learning, Extensive Listening and Viewing, Extensive Reading, learning autonomy, and collaborative learning. During her language study and teaching years, she used and benefited from Extensive Reading (ER), Listening (EL), and Viewing (EV), as well as the use of technology in language teaching and learning. She now teaches ER classes and incorporates ER, EL, and EV programmes into her language skill courses. She also teaches technology in language teaching and learning and ELT courses.

**Andre' Jacobs** (*Independent Contractor*)

**George Jacobs** (*International Association for the Study of Cooperation in Education, Singapore*) George has lots of fun collaborating on projects on education and on sustainable diets.

**Ilyana Binti Jalaluddin** (*MELTA*) Ilyana Jalaluddin received her B.Ed in English language studies and Education from University of Otago, New Zealand in 2002 and M.Ed in teaching of English language as a second language (TESL) from Universiti Malaya, Malaysia in 2006. She later obtained her Ph.D specialising in TESL in 2011 and her Ph.D research focused on the development of writing skills among rural area learners. She has researched and published book and articles related to TESL, teaching of writing skills, ESL writing skills and self-efficacy development. She also has received the MELTA Excellence in English Language Education Research Award in 2011 and few gold medals in language and technology competition in year 2019 to 2022. Currently, she is a senior lecturer at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her current research focuses on the use of technology in teaching and learning of writing skills under the University Impact Grant Research

**Oshadhi Jayakody** (*Kotelawala Defence University, Sri Lanka*) A final year undergraduate of General Sir John Kotelawala Defence University (KDU) in Sri Lanka. Currently, reading for BA in the TESOL degree program.

**Thomas Sean Jeffery** (*Kyungpook National University, Korea*) Tom Jeffery is a Graduate from the University of Liverpool (BA) and more recently from Birmingham University (MA). His MA dissertation specialized on educational and cultural differences between Korean and non-Korean teachers, which was edited and later published in the English Language Teaching Journal (DOI:10.5539/elt.v15n1p53). His current research focuses on the differences between temporal prepositions in the English and Korean languages and effective methods and techniques that can be used to teach them. Tom Jeffery lives in Daegu, South Korea and is from the UK.

**Dafi Jenkins** (*ILA Vietnam*)

**Wright Jocelyn** (*Mokpo National University, Korea*) Jocelyn is a lifelong member of KOTESOL who has been active in the Gwangju-Jeonnam Chapter and the Social Justice and Reflective Practice Special Interest Groups (SIGs) for many years. Her interests include, but are not limited to, reflective practice, social justice education, critical pedagogy, nonviolent communication, peace (language) education, peace linguistics, and peace literature.

**Tamara Jones** (*Howard Community College, USA*) Tamara Jones has been an ESL/EFL instructor for twenty five years and has taught in Russia, Korea, England, Belgium and the USA. She is currently the Special Projects Coordinator for the English Language Center at Howard Community College in Columbia, Maryland and an



instructor in Notre Dame of Maryland's MATESOL program. Tamara holds a PhD in Education from the University of Sheffield.

**Danielle Joo** (*University of Minnesota, Twin Cities, USA*) Danielle Joo is an MA TESOL graduate student at the University of Minnesota. She has been teaching English as a foreign/second language (EFL/SL) for over 5 years and is currently researching a pedagogical translanguaging teaching approach in EFL classrooms in South Korea. Her research interests focus more on finding ways to improve Korea's English education policies.

**Christina Jung** (*Woosong University, Korea*) Dr. Christina Jung is an Assistant Professor in the Department of Social Welfare at Woosong University in Daejeon, Korea. She has been teaching EFL in Korea for over 15 years, 10 of which have been in the post-secondary setting. Her research interests include multiculturalism in Korea, translanguaging practices in the home and classroom environment, environmental education in the EFL context, and language learning motivation. Her current research project focuses on sociocultural issues pertaining to international students studying in Korean post-secondary institutions.

**Kathryn Jurns** (*Kanda University of International Studies, Japan*) Hello, I am a senior lecturer and course coordinator at Kanda University of Int'l Studies in Chiba, Japan. I have an MEd from University of Cincinnati in the US and have been a language teacher for about 10 years. My research interests include curriculum development and peer-review.

**Clare Kaneko** (*JALT*) I have been teaching English in Japan for over 20 years at all age and proficiency levels. I combine my day job with my home job as a wife and mother to three teenagers. I love to create my own materials for the classroom, and am always on the look out for new ideas to add to my existing syllabi.

**Yuhsiang Kao** (*Chiaotou Elementary School, Kaohsiung, Taiwan*)

**Dr Rafidah Abd Karim** (*Universiti Teknologi MARA Tapah Campus, Perak, Malaysia*) Dr Rafidah Abd Karim is a senior lecturer at Universiti Teknologi MARA Tapah Campus, Perak, Malaysia. She received her PhD in TESL which specialized in Mobile Language Learning in Sultan Idris Education University, Malaysia. She serves an editorial board, and she is also an active and reviewer for 10 numerous distinguished international journals. She has published more than 60 publications mainly in mobile technology, mind mapping, gender studies and indigenous studies in both national and international levels.

**Makiko Kato** (*Tohoku University, Japan*) Makiko Kato is an Assistant Professor at the Graduate School of Arts and Letters, Department of Linguistics, Tohoku University, Japan. Makiko does research in Language Assessment and Foreign Language Education. Her most interests include developing rubrics for summary writing and effective instructions of summary writing for EFL learners.

**Queenie Kawabe** (*Kawa Kawa Learning Studio*) Queenie Kawabe is a quadrilingual language learning specialist, with over 17 years of diverse educational experience spanning various industries, from childhood development to senior programs across the Asia Pacific region. She specializes in creating engaging English language learning experiences for young and mature learners and has been recognized with Best Teacher and Best English Lesson awards in Japan. Currently, she also trains and assists new language teachers in the classroom and online classes. Her professional interests include hybrid pedagogy, reflective teaching, multiple intelligence, and technology in language teaching and learning.

**Haruka Kikuchi** (*Osaka University*) Haruka Ubukata is a learning advisor and a resource coordinator at the Self-Access Learning Center (SALC) at Kanda University of International Studies in Japan. She holds an M.S.Ed in TESOL from Temple University, Japan Campus. She has experience in teaching at an English conversation school in Japan, as well as serving as a school manager. Her research interests include learner autonomy, advising, and resources in self-access centers.

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**Kyung Hee Kim** (*Sheffield Hallam University, UK*)

**Izumi Koyama** (*Ritsumeikan Asia Pacific University, Japan*)

**Ran Kuperman** (*Kanda University of International Studies, Japan*) Hello! I'm a lecturer and committee convener at the Kanda University of International Studies in Chiba, Japan. I have an M.A. in TESOL and a B.Sc. in Biology. My research interests are gamification, learner autonomy, and the neuroscience of education.

**Kurniawan Kurniawan** (*TEFLIN*) Kurniawan is a lecturer in the English Education Department of Universitas Lancang Kuning Pekanbaru Indonesia. He did his undergraduate studies in English literature at Universitas Andalas Padang and completed graduate studies in English education at Universitas Negeri Padang Indonesia. He is a doctoral student at Universitas Negeri Padang Indonesia. He has been teaching English in Indonesia at the university level for over 20 years. He is actively involved in TEFLIN at the Riau Province and Riau Island Province chapters and serves as the coordinator of TEFLIN in those provinces. He is also the coordinator of the Language Center Association of Western Indonesia. His interests are mostly in listening, TELL/CALL, teachers' professional development, content, and project-based learning. He has presented some of his papers at international EFL conferences since 2008, such as AsiaTEFL, AsiaCall, TEFLIN, JALT, etc.

**Dung Le** (*Than Nhan Trung Secondary School, Bac Giang, Vietnam*)

**Gabriel Macedonio Ledezma** (*SIE Central, Korea*) Gabriel Macedonio Ledezma is an English language arts instructor at SIE Central in Seoul. His focus and approach are to help students acquire the fundamental language skills necessary to develop into well-spoken and well-developed students. His studied background focuses on bilingual and biliterate language acquisition, specifically in using glosses to aid in interactionist activities to attain the tools necessary to succeed in multiple environments.

**Sohee Linda Lee** (*Pepperdine University, USA*) Sohee Linda Lee is an instructional designer at Pepperdine University Graduate School of Education and Psychology (GSEP), where she applies her knowledge and skills to develop engaging and effective learning experiences for students. Linda is also a doctoral student at GSEP in the EdD in Learning Technologies program and is dedicated to advancing the field of education through innovative technology integration. Born in South Korea and raised in Vancouver and Los Angeles, Linda brings a diverse cultural perspective to her work. With her unwavering passion for creating learning experiences that benefit students, Linda is committed to making a meaningful impact in the field of education.

**Soyoung Lee** (*Konkuk University, Korea*) Soyoung Lee is an Associate Professor in the College of Liberal Studies at Konkuk University. She held professorship at Skidmore College, in New York before she moved to Seoul in 2016. Her areas of expertise include, language learner identity, English as Lingua Franca, methodological interventions, and teacher reflection.

**Shzhchen Nancy Lee** (*Osaka University, Japan*)

**Boyoung Lee** (*MISOA Corp., Seoul*) As an avid EFL learner / TESOLer, I've been actively involved in ELT industry ranging from book writing, program developing, lecturing as a TESOL professor in EWHA, hosting and writing a number of English education programs on different media channels. I'm a firm believer in the impact of output in communicative language learning and teaching, and motivation as a key factor in every language learner's success. Currently, I'm developing an AI-based mobile application that provides English /Korean service according to the user's location as well as educational elements. Also, I'm hosting and writing for two English conversation teaching programs on EBS radio. KOTESOL has always been the source of my biggest inspiration professionally as well as spiritually.

**Yiu Nam Leung** (*ETA-ROC*) Having retired from National Ilan University, Andy Yiu-nam Leung, with a PhD in Comparative Literature from the University of Illinois, USA, is currently an adjunct Associate Professor at Soochow University, Taiwan. His area of interests include teaching literature, Anglo-American fictions, and writing at college level. He has assumed key positions for ETA-ROC since 1993.

**Gregory S. Lewis** (*Hyupsung University, Korea*) I've got a thing for audio recording. It started way back when, listening to record albums in the dark, singing along to my favorite singers, trying to mimic every nuanced sound they made. I slowly began to focus on radio announcers, TV newscasters and radio plays like 'Ruby, the Galactic Gumshoe' on CBC. I made a game of extracting the layers of sound that made up dramatic radio play scenes that riveted my attention. I was in my twenties and I was in love!

**Chia-Yi Li** (*Southern Taiwan University of Science and Technology*) Chia-Yi Li, is assistant professor of Applied English Department at Southern Taiwan University of Science and Technology. Her research focuses on teaching speaking and listening, phonetics, computer mediated instruction, and second language acquisition. Her background in Applied Linguistics includes a master's degree in TESOL and PhD. in Language Teaching.

**Yu-hsun Sammi Li** (*National Kaohsiung University of Science and Technology, Taiwan*) Yu-hsun Sammi Li is a senior-to-be at Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan, and she has been working on her minor in Finance. She has a strong passion for English teaching and is currently pursuing an MA in TESOL program. This presentation is her pioneer work on TESOL in which she conducted a study on course design for English business communication, which showcases her interest and dedication towards her academic pursuits. Sammi is fluent in English and Chinese Mandarin.

**Curtis Life** (*Hankuk University of Foreign Studies, Korea*) Curtis Life is a graduate student from Canada who is currently studying at the Graduate School of TESOL at Hankuk University of Foreign studies in Korea. He is a part-time English educator for various age ranges of students. His particular research interests currently include English language learning motivation for Korean adult learners and gamification of classroom activities for Korean adult learners.

**Frederic Bernal Lim** (*English Language Fellow / English for Bankers*)

**Steven Lim** (*Meikai University, Japan*)

**Casaus Lisa** (*Pungam Elementary, Gwangju, Korea*) Lisa Casaus is an artist from Albuquerque, New Mexico with a special love for illustrative and narrative art forms. She is especially interested in how storytelling, visual and otherwise, motivates learning. Lisa is currently combining her love of learning and art by teaching English and volunteering as an instructor of community art classes.

**Maria Lisak** (*Chosun University, Gwangju, South Korea*) Maria Lisak creates safe environments to encourage and support learners for risk-taking and growth. Currently at Chosun University in South Korea, her career spans 27 years. She has diplomas and certificates in business, technology, education and meditation. She is a lifetime member with KOTESOL and AsiaTEFL. Her research interests include funds of knowledge, cosmopolitan literacies and autoethnography.

**Kara Ann Mac Donald** (*Defense Language Institute, Korea*)

**George MacLean** (*University of the Ryukyus, Japan*) George MacLean is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and in the international school system. His research interests include SLA and ICT implementation. He is active in the Japan Association of Language Teachers (JALT) at a local and national level, and regularly presents at national and international language teaching and technology events.

**Gabriel Diaz Maggioli** (*Universidad ORT, Uruguay*) Dr. Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as teacher educator, researcher, and writer. He is a certified researcher in Uruguay's National Research and Innovation Agency. He also works as Academic Advisor to the Institute of Education at Universidad ORT Uruguay. The author of 27 books, as well as numerous articles in professional and peer-refereed journals, Gabriel has shared his work with colleagues in the Americas, Asia, Europe, and the Middle East. He is the first Latinx President of the International Association of Teachers of English as a Foreign Language (IATEFL).

**Quan Mai Hong** (*International University, VNU, HCMC*) Mai Hong Quan is a full-time lecturer at School of Languages, International University, Vietnam National University, Ho Chi Minh City, Vietnam. He holds a Master's Degree in Applied Linguistics from University of Southampton, United Kingdom. He has 14 years of experience teaching courses on English language skills in addition to culture-related courses such as American civilization, British civilization and Cross-cultural Communication. His current field of research involves Anthropology and Area Studies, particularly on Anglosphere, Southeast Asian countries, and Japan. Besides, he is also interested in Global Citizenship Education (GCED) and 21st Century Skills as essentials for students in the 21st century.

**Iain Maloney** (*Sugiyama Jogakuen University, Japan*) Iain Maloney PhD is an Associate Professor at Sugiyama Jogakuen University. He is the author of 8 books. [www.iainmaloney.com](http://www.iainmaloney.com)

**Shaun Manning** (*Hankuk University of Foreign Studies, Korea*) Professor, English Linguistics and Language Technology, Hankuk University of Foreign Studies. I am very interested in interactive learning, classroom dynamics, and the role of technology in language learning.

**Eddy U Mary** (*Institute for Tourism Studies, Macau (IFTM)*) I've been teaching university ESL courses in Macau, China for over a decade, and assisting with materials development and administration as well. Always interested in making learning and the class experience relevant, interesting, useful and fun for my students!

**Emily Marzin** (*Kanda University of International Studies, Japan*) Emily Marzin worked for 10 years as a professor teaching pre-service teachers, as well as a French and Spanish teacher and a co-coordinator of a Self-Access Language Center at the University of Guanajuato, in Mexico. She completed her Master's degree in Didactics of languages and cultures at Universite Jean Monnet and her EdD at Open University. She is now a learning advisor at Kanda University of Intercultural Studies. Her interests are learner autonomy and intercultural communication. <https://www.researchgate.net/profile/Emily-Marzin>

**Mohd Farez Syinon bin Masnin** (*Waseda University, Japan*) Mohd Farez Syinon bin Masnin is a PhD in Sociolinguistics student at Waseda University, Japan. His research interests include Global Englishes (particularly World Englishes and English as a Lingua Franca), Language Planning and Policy, and English Language Education. Apart from being a full-time PhD student, he works as a part-time instructor of English and Malay at several universities in Tokyo.

**Mai Matsunaga** (*Kyoto Sangyo University, Japan*) Mai Matsunaga is a professor at the Institute of General Education at Kyoto Sangyo University in Kyoto, Japan. She received her Master's degree in TESL from Saint Michael's College in the USA, and her Doctor of Philosophy from Kobe University in Hyogo, Japan. She is currently doing research on self-study activities for prospective elementary school English teachers, supported by JSPS KAKENHI (Japan Society for the Promotion of Science, Grants-in-Aid for Scientific Research). Her research interests include issues related to elementary school English education in Japan and teacher development.

**David McCurrach** (*Kwansei Gakuin University, Japan*)

**Justin McKibben** (*Cheongju University, Korea*) Justin McKibben is an educator who has taught in various positions, in multiple countries, and over his career has worked with students that have ranged from preschool to 60. Originally from Ohio, McKibben earned his undergraduate degree in English from The Ohio State University and his Masters in Education from Antioch University MacGregor. He has taught at Cheongju University since 2015 and worked for Korean universities since 2009.

**Gerry Mclellan** (*Aichi University of Education, Japan*) Originally from Scotland, Gerry has been living in Nagoya, Japan since the early 90s. He is a published author of three textbooks and was editor of and advisor to the JALT publication, *The Language Teacher*. He was also head of the Chubu branch of the Japan Scotland Association. In his free time Gerry enjoys skiing, camping, cooking and DIY. During the summer months, Gerry works as a team leader at the University of Glasgow. He is married with two children.

**Nicholas Medley** (*Ritsumeikan Asia Pacific University, Japan*) Nicholas Medley is a senior lecturer in the Center for Language Education at Ritsumeikan Asia Pacific University in the city of Beppu—the hot spring capital of Japan. His research interests include content and language integrated learning, extensive reading, and second-language vocabulary acquisition.

**Michael Mielke** (*JALT*) Michael Mielke is a lecturer at Sapporo University in Hokkaido, Japan. His research areas are student motivation, materials design, and using games and activities for language learning. He is a big believer in learning while having fun, while at the same time not killing oneself in making the materials for said games and activities.

**Richard Miles** (*Nanzan University, Japan*) Richard Miles is an Associate Professor in the Faculty of Global Liberal Studies, at Nanzan University, in Nagoya, Japan. He holds a Ph.D. in Applied Linguistics from Macquarie University and his research interests include presentation skills, speech analysis and rhetoric.

**Nigina Misirova** (*University of Warsaw, Poland*) I am a doctoral student at University of Warsaw, Education discipline currently. As for my educational background, I have four years Bachelor's Degree of Arts Education (Philologist in English language) in Uzbekistan. I graduated from MA in English Philology in Poland. In addition, I have worked at schools as a teacher of English language for five years.

**Tyler Mitchell** (*Kyushu Sangyo University, Japan*)

**Jennifer Miyake-Trapp** (*Pepperdine University, USA*) Dr. Jennifer Miyake-Trapp is a scholar-practitioner committed to social justice and educational equity through instructional transformation. She strives to empower educators to enact asset-based pedagogical approaches in diverse learning contexts. Her primary interests focus on culturally sustaining curriculum and instruction, teacher critical reflection, instructional design, learning technologies, and English language teaching. Always close to K-12 classrooms, she frequently collaborates with local public schools to develop student-centered, community-based programs and partnerships. Dr. Miyake-Trapp is a leader in online learning and currently serves as Chair of the MS in Leadership suite and the Director of Virtual Initiatives at the Pepperdine University Graduate School of Education and Psychology.

**Lynsey Mori** (*Kyoto University of Foreign Studies, Japan*) Lynsey Mori is an EdD Educational and Professional Practice, Social Emotional Learning candidate at Antioch University, and is an assistant professor at Kyoto University of Foreign Studies. Worked in ESL in London having gained a BA in anthropology and cultural and media studies, before moving to Kyoto, Japan in 2003. Studied for an MA in TEFL while working in the public and private sectors of Japanese education. Taught a range of English conversation classes of all ages and abilities, moved around kindergarten, elementary, junior high, and high school before settling on university education in 2010. Social Emotional Learning is at the core of assisting the perception of the world in a distinct way to gain greater self-coherence. In this current climate, such an emotionally grounded program would seem beneficial in any educational setting.

**Jaime Morrish** (*Sugiyama Jogakuen University, Japan*)

**Martin J. Murphy** (*Fuji Women's University (Sapporo), Japan*) Fuji Women's University (Sapporo) Department of English Language and Literature

**Tamir Myagmarsuren** (*Shared Goal PLC*) I am an English teacher of rural area in Mongolia with a 12-year experience. I have great desire to educate local students on the same level as urban students and to develop their personal development along with their academic achievements.

**Emmi Naja** (*The University of Aberdeen, UK*) Emmi is a teacher educator at Islamic University of Tulungagung, Indonesia. She has taught various English and pedagogy courses such as Reading, Listening, Syllabus and Curriculum design, and Authentic Assessment courses. She is currently a doctorate student at The University of Aberdeen, United Kingdom, sponsored by MORA-LPDP scholarship/the Indonesian government. Her research interest areas are English teacher preparation in the EFL/ESL context, including Teaching Practicum, Microteaching, Curriculum design, and teaching English in the EFL/ESL context. She is happy to welcome any ideas for research collaborations and publications in her research interest areas.

**Heidi Nam** (*Chongshin University, Korea*) Heidi Vande Voort Nam teaches general English and English teacher-training courses at Chongshin University in Seoul. Within KOTESOL, she is a facilitator of the KOTESOL Christian Teachers SIG, a presenter for KOTESOL Teacher Training, and an administrator of the national KOTESOL Facebook Group. This year, she is also serving as Secretary for the KOTESOL National Council.

**Kayo Namaizawa** (*Kanda University of International Studies, Japan*) Kayo Namaizawa is an administrative staff at the Self-Access Learning Center (SALC) at Kanda University of International Studies in Chiba, Japan. She has experience in working and helping to start up a self access center at a university in Kumamoto, Japan.

**Andrew Shepherd Nelson** (*Yachay Tech University, USA*) Andrew Nelson is from Nashotah, Wisconsin, USA. He holds a Bachelor of Arts in Music Performance and a Master of Arts in TESOL, both from the University of Wisconsin-River Falls. He has extensive experience teaching adults at the university level. He has been teaching English at Yachay Tech University since August, 2017, where he employs a teaching philosophy of helping students become self-directed learners.

**Phil Nguyen** (*JALT*)

**Ngoc Ha Nguyen** (*National Taiwan Normal University, Taiwan*) Ha is an experienced EFL teacher and a third-year-PhD student in National Taiwan Normal University. Ha has been teaching English for over ten years in both Vietnam and Taiwan. She is interested in doing research into EFL writing, ID and CALL.

**Thi Manh Ha, (Asoko Nguyen) NGUYEN** (*Saigon Polytechnic College, Hochiminh City, Vietnam*) NGUYEN, HA (Asoko) is an English lecturer at Saigon Polytechnic College, Vietnam. She specializes in General English, English for specific purpose (ESP), and Intercultural communications in language teaching. As a postgraduate student in M.A.in TESOL program at Ho Chi Minh University of Social Sciences and Humanities, Vietnam National University, Nguyen's research interests focus on ELT, Language acquisition, Applied linguistics and Asian intercultural linguistics studies. She is also a book author for children and young adults.

**Thi Kim Thoa Nguyen** (*Saigon Polytechnic College, Hochiminh City, Vietnam*)

**Chi Wui Nguyen** (*The University of Hong Kong*) Chi Wui Ng is a versatile Hong Kong Chinese who is a doctoral student in the Academic Unit of Social Contexts and Policies of Education, the University of Hong Kong. Prior to commencement of his doctoral studies, he completed a co-terminal double degree programme in English Studies and English Language Education along with a Linguistics minor during his undergraduate studies and completed a research Master's degree in Applied English Linguistics while serving as a full-time Graduate Master in aided secondary schools in Hong Kong. His research interests in the field of educational studies are higher education, doctoral education, and social reproduction whilst my research interests in the field of applied linguistics are English grammar, second language development, second language instruction, pedagogical grammar, grammar of Hong Kong English, and corpus linguistics. His publications have appeared in myriads of local, regional, and international journals.

**Le Bao Ngoc Nguyen** (*International University, VNU, HCMC, Vietnam*) Ngoc Nguyen holds a Master degree in Applied Linguistics from Macquarie University, Sydney. She has great interest in the study of linguistics, especially in semantics and pragmatics. She has many years teaching experience in Academic English, Phonetics and Phonology, Morphology, Semantics and Syntax. Besides linguistics, she has conducted a number of studies related to enhancing students' motivation and performance in skills classes. She is now working as a full time lecturer in International University, Vietnam National University HCMC.

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**Patricia Ninniss** (*Woosong University, Korea*) Patricia Ninniss holds an MEd. in Curriculum and Instruction specializing in ESL education. She has been an assistant professor at Woosong University, South Korea since the fall of 2013. During that time, she has held coordinator positions focusing on curriculum development for various English programs. Her interests are creating curriculum to build strong EAP courses and programs. Patricia is currently a collaborator doing research focusing on extensive speaking for EFL fluency, a fundamental aspect of curriculum design for EAP.

**Singhanat Nomnian** (*ThaiTESOL*)

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**Sanae Oda-Sheehan** (*Ochanomizu University, Tokyo, Japan*) Sanae Oda-Sheehan (PhD) is a lecturer at Ochanomizu University, Tokyo. She also works as a communication consultant utilizing her business background. Her research interests include teacher identity, L2 pragmatics, and communicative task effectiveness.

**Ted O'Neill** (*Gakushuin University, Japan*) Ted is interested in CLIL / EMI, open educational resources, and linguistic landscapes research.

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**Kyongson Park** (*University of Michigan-Dearborn, USA*)

**Virginia Parker** (*University of Nottingham Ningbo, China*) Virginia has been involved in English Language Teaching for over 20 years. She has taught, trained teachers, published practical and academic materials, and consulted on teaching and assessment materials in a variety of educational settings. Over the years, Virginia has worked in several different countries, including China, Myanmar (Burma), the United Arab Emirates, Malaysia, Brunei Darussalam, South Korea, Thailand and, of course, her native Canada. She has delivered conference presentations and in-service training, professional development workshops and webinars, and has also published in teaching reference books, practical teaching publications, and professional websites. She holds an MA (Applied Linguistics and ELT) from the University of Nottingham, and is currently pursuing a D.Prof (TESOL) from the University of St Andrews.

**Travis Past** (*Kyoto Sangyo University, Japan*) Travis Past is an assistant professor at Kyoto Sangyo University in Kyoto, Japan. His research interests include education for sustainable development, computer-assisted language learning, storytelling in EFL, an extensive reading. He has been living and teaching in Japan for 12 years.

**John George P. Pastor** (*Southville International School and Colleges, Philippines*) John George P. Pastor is Senior IBDP Teacher II and Extended Essay Coordinator of the International Baccalaureate Diploma Programme Department at Southville International School and Colleges in the Philippines where he handles English B, Theory of Knowledge, and Academic Writing classes. He earned his Bachelor of Secondary Education major in English with Certificate in Teaching Reading at the Philippine Normal University (Manila) where he graduated Cum Laude. He also recently completed his Master of Arts in English Language Education at De La Salle University (Manila). As a language and writing teacher, he strongly believes in the positive impact of self-beliefs on the teaching and learning process and how instrumental they are in helping students power through the rigor of mastering complex macro skills. His other research interests include English Language Teaching, Psychology of Language Learning and Teaching, and Bilingual and Multilingual Education.

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**Jeremy Phillips** (*Institute for Tourism Studies, Macau (IFTM)*) I have a BA from The University of Toronto, a Master's degree in ELT from The University of Reading, the CELTA and the DELTA. I have taught in Canada,

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**Natasha Powell** (*POSTECH, Korea*)

**Stephanie Ptak** (*Kangwon National University, Korea*) Stephanie Ptak is currently an assistant professor at Kangwon National University. She has taught in Spain and South Korea from elementary school to the university level. She holds a Bachelors Degree in Linguistics and Spanish from the University of Illinois at Urbana-Champaign, a teaching license in TESOL and Spanish, and a Masters of Education from George Mason University. Her research interests include goal setting and cross-cultural linguistics.

**Dunja Radojkovic** (*American University of Armenia, Armenia*) Dunja Radojković is an assistant professor in the MATEFL program at the American University of Armenia. She has earned her Ph.D. from the interdisciplinary Second Language Acquisition and Teaching (SLAT) program at the University of Arizona, United States, and her BA and MA degrees from the English Language and Literature program at the University of Belgrade, Serbia. She has taught English at the Center for English as a Second Language (CESL) at the University of Arizona and held a position as a Global Professor in the awarded Foundations Writing Program at the University of Arizona, teaching remotely at the micro campus at Northwest Agriculture and Forestry University, Xi'an, China. Currently, she is teaching three MATEFL courses: second language acquisition theories, pedagogical grammar and thesis writing and serving as a Capstone advisor. Her research interests include interculturality in second language teacher education, positioning theory, and critical discourse analysis.

**Nadia Rahman** (*Universiti Utara, Malaysia*) I'm a senior English language instructor based at Universiti Utara Malaysia (UUM) and I have 12 years of teaching experience. Just started my PhD journey recently in Applied Linguistics. Apart from teaching, I am also actively engaged in research and publication.

**Yenny Rahmawati** (*Monash University, Australia; MORA-LPDP, Indonesia*) Yenny is an English language lecturer in Jakarta, Indonesia. She has taught English as a foreign language for more than 10 years. Her research interests are in the areas of EFL teacher education, curriculum, and teacher professionalism.

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**Nethmi Ranasinghe** (*Kotelawala Defence University, Sri Lanka*)

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**Robert Remmerswaal** (*Sojo University, Japan*)

**Ben Rentler** (*Ritsumeikan Asia Pacific University, Japan*)

**Cyril Reyes** (*Woosong University, Korea*)

**Eric Reynolds** (*Woosong University, Korea*) Eric Reynolds is a professor at Woosong University in Daejeon, South Korea. He teaches English language and TESOL. His PhD is in educational psychology from UIUC. Additionally, he has been a world traveler for EFL, living and teaching "everywhere," including Japan, Bulgaria, Tajikistan, and now Korea. emails sent to [ericreynolds@woosong.org](mailto:ericreynolds@woosong.org) receive cheerful replies.

**Eric Reynolds** (*Woosong University, Korea*) Eric Reynolds is a professor at Woosong University in Daejeon, South Korea. He teaches English language and TESOL. His PhD is in educational psychology from UIUC.



Additionally, he has been a world traveler for EFL, living and teaching “everywhere,” including Japan, Bulgaria, Tajikistan, and now Korea. emails sent to [ericreynolds@woosong.org](mailto:ericreynolds@woosong.org) receive cheerful replies.

**Jack C. Richards** (*University of Sydney, Australia*) Professor Jack C. Richards has had an active career in the Asia Pacific region and is currently an honorary professor in the faculty of education at the University of Sydney and an adjunct professor at Victoria University, Wellington. He has written over 150 books and articles on language teaching as well as many widely used classroom texts. His recent publications include articles on language teacher identity and English Medium Instruction. The International TESOL organization honored Jack Richards as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years. website: [www.professorjackrichards.com](http://www.professorjackrichards.com)

**Mitchellene Rivo** (*PALT*) Mitchellene Vigilia-Rivo is a Senior Education Program Specialist for Human Resource Development of the Department of Education Schools Division Office Dagupan City. She holds a Doctor of Philosophy degree major in Language Education and a certified SEAMEO-RELC Specialist on Professional Development for Teacher Leaders/Supervisors. Dr. Rivo is also one of the Board of Directors of the Philippine Association for Language Teacher, an E-Teacher Alumna of the U.S. Department of State and one of the certified Massive Open Online Course (MOOC) Camp facilitators in the Philippines.

**Jasper Roe** (*James Cook University, Singapore*)

**Piotr Romanowski** (*University of Warsaw, Poland*)

**Jim Ronald** (*Hiroshima Shudo University, Japan*) Jim Ronald's interests include pragmatics, learner development, vocabulary and, just recently, conflict resolution and ESL, with book reading groups and collaborative professional development as part of the mix.

**Jennie Roloff Rothman** (*Kanda University of International Studies, Japan*) Jennie Roloff Rothman is Principal Lecturer of Professional Development: Teacher Development in the English Language Institute at Kanda University of International Studies in Chiba, Japan. Her research interests include teacher professional development, reflective practices, and global issues in language education.

**Alexandra Sacramento** (*Tokyo International University, Japan*) Alexandra Sacramento is an EFL instructor/researcher at Tokyo International University in Kawagoe, Japan. She also does research on student engagement in the English Plaza, an English-only center on campus. Alexandra received a BA in Linguistics with an emphasis in Japanese from UC Santa Barbara, and an MA in TESOL from Azusa Pacific University. Her research interests include flipped learning, EdTech, and CALL. She has presented her research about flipped learning at CATESOL, TESOL, and JALT.

**Nora Saheer** (*Singapore Management University, Singapore*) Teaching Fellow (Centre for English Communication)

**Yukie Saito** (*Chuo University, Japan*) Yukie Saito obtained a MA in TESOL from Teachers College Columbia University and a Ph.D. in education from Temple University. She is an associate professor at the Faculty of Global Informatics of Chuo University. She coordinates an English course for first-year students and study abroad programs and is in charge of a seminar focusing on EdTech and its application to English education. She has been interested in pragmatics, English teachers' cognition and classroom practice, CEFR, and EdTech. Her main interest is the application of Virtual Reality (VR) in English education.

**Christopher Samuel** (*Hannan University, Japan*) Christopher Samuel has been teaching English in Japan for the past 12 years. He is a doctoral candidate, and holds a Master's degree in Teaching English to Speakers of Other Languages. He currently teaches classes in academic English, English debate, and global English for use in study abroad programs. His research interests include sociolinguistics, English as a lingua franca, and international education.

**Becky Sanchez** (*Tokyo International University, Japan*)

**Hasmina D. Sarip** (*Mindanao State University, Marawi City, Philippines*)

**Matt Saunders** (*Ritsumeikan Asia Pacific University, Japan*) Matt Saunders is a senior lecturer at Ritsumeikan Asia Pacific University in the Center for Language Education. He completed a BA in psychology at UBC, Canada, and holds an MA in applied linguistics from the University of Melbourne in Australia. His research interests are in the area of language testing and extensive listening.

**Misato Saunders** (*Ritsumeikan Asia Pacific University, Japan*) Misato Saunders is a lecturer at Center for Language Education (CLE) and also a language advisor at Self-Access Learning Center (SALC) at Ritsumeikan Asia Pacific University. She graduated from Oita University, Japan, with a degree in English Education and she is currently studying a masters in applied linguistics at Kansai University. Her research interests are learners' and teachers' beliefs, motivation, and self-regulated learning.

**Michael Savage** (*Tokyo Woman's Christian University, Japan*) Michael is Associate Professor at Tokyo Woman's Christian University in Japan. His research interests include corpus linguistics, Critical Discourse Analysis, and curriculum design. He is the current Program Chair of Global Issues in Language Education JALT SIG.

**Jonathan Shachter** (*Kyushu Sangyo University, Japan*) Co-founder of the academic podcast 'Lost in Citations.'

**Mani Ram Sharma** (*Mahendra Ratna Campus, Nepal*)

**Prateek Sharma** (*Kanda University of International Studies, Japan*) Prateek Sharma is a lecturer at Kanda University of International Studies, Japan. He holds a Master's degree in TESOL. His research interests include- intercultural communication, advising in language education, Gardner's multiple intelligences, student autonomy, learner/ teacher reflection, teacher well-being and mindfulness.

**Amanda Sheffield** (*Hansei University, Japan*) Amanda Sheffield holds a Bachelor's degree in Psychology from California State University, Sacramento. She pursued her Master's in Teaching with an emphasis in Applied Behavior Analysis (ABA) at National University, while teaching children diagnosed with Autism. Amanda has over 13 years of teaching experience ranging from In-Home therapy, In-school therapy, Kindergarten, Elementary School and University. She currently resides in South Korea where she teaches at Hansei University.

**Kumar Shraavan** (*ELTAI*) Dr Kumar Shraavan is by heart a Hindi Poet, by passion a Writer, and by profession a Professor of Communication. Dr Kumar is a Professor & Dean, School of Liberal Arts & Dean Student Welfare and additional responsibility of Incharge, International Affairs, Uttaranchal University. 19 books are in his credit published by Cambridge University Press, UK, and Atlantic Publishers, India. 25 Research Papers, 09 Patents and 03 Copyrights positions his innovative and creative approach very firmly. He is also carrying the responsibility of National Vice-Presidency of the English Language Teachers' Association of India. He has also received the Teacher Excellence Award by UGC in 2020. He has delivered more than 125+ lectures as Plenary Speaker/ Resource Person in National and International Seminars, Conferences, Workshops, and Webinars. He has organised more than 50 International academic and more than 350+ extracurricular mega-events. Know more at: <https://youtu.be/U1zk8K2Uq6s>

**Davis Shum** (*Kyushu Sangyo University, Japan*)

**Daniel Sipes** (*Korea Nazarene University, Korea*) With a background in Biblical Studies, I came to Korea in 2016 to get some experience teaching before heading back to complete a PhD. However, I found that I quite enjoyed teaching English and have said maybe just one more year more than once. My current interests are mental health in education, the intersection of special education and TESOL, and the use of L1 and L2 in the classroom.

**Michael D. Smith** (*Kobe University, Japan*) Michael D. Smith is an associate professor at Kobe University, Graduate School of Intercultural Studies, Japan. Currently finalising his doctoral studies at the University of Bath, he holds a postgraduate teaching license and MA in Applied Linguistics and is an alumnus of University College London Institute of Education, where he gained an MA with distinction in Technology and Education. Michael's research interests include the sociology of education, language policy, educational markets, and the social and pedagogical implications of educational technologies.

**Korng SOK (CamTESOL)** Korng SOK is currently a Lead Teacher at the Australian Centre for Education, IDP Education (Cambodia), having worked as a teacher from 2017 to 2021. His duties include supporting teachers by conducting teacher observations, developing materials, and monitoring and evaluating the curriculum to ensure the best possible learning outcomes for students. He has involved in several projects including acting as the secretariat of the Annual CamTESOL Conference and a coordinator of CamDEBATE competition. Korng achieved his MA in Education (Leadership) from the University of Birmingham, under the UK government Chevening Scholarships. He did his Bachelor's degree in Teaching English as a Foreign Language. Prior to that, he had involved in several exchange programs including representing Cambodia at the Ship for Southeast Asian and Japanese Youth Program in 2016 funded by the Government of Japan. Korng is particularly interested in school leadership especially related to distributed leadership.

**Navinda Sujinpram (Suranaree University of Technology, Thailand)**

**Eunice Tan (Nanyang Technological University, Singapore)** Eunice Tan is a lecturer in the Language and Communication Centre of Nanyang Technological University. She taught English Language and Literature to secondary school students in Singapore, but later moved to Japan where she was introduced to the exciting world of EFL and EAP. While teaching in a high school in Osaka and then Rikkyo University in Tokyo, she completed a MATESOL from the University of Manchester. Her dissertation focused on educational technology and teacher training. After eight years in Japan, Eunice moved back to Singapore where she now teaches academic communication to both local and international students.

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**Elsbeth Teagarden Tanguay-Koo (Yonsei University, Korea)**

**Cristina Tat (Doshisha Women's University, Japan)** Cristina Tat is an Assistant Professor in the Intercultural Studies Department at Doshisha Women's University. She has over 18 years' experience teaching in Japan. Her research interests include extensive reading, academic writing, materials development, and emergency remote teaching. In her spare time, she enjoys cycling, baking pastries, and traveling the world.

**Shi Ling TEO (National Institute of Education, NTU, Singapore)** Dr. Teo Shi Ling was a primary school teacher before her professional development journey led her to become a lecturer at the English Language and Literature Academic Group in the National Institute of Education, Nanyang Technological University (NIE, NTU). Shi Ling received her Ph.D. in English Language at the National University of Singapore. Combined with her training as a sociolinguist, Shi Ling was given the opportunity to consider the theory, practice, and identity issues in education. Her current teaching and research areas broadly focus on language and identity. More specifically, she is interested in language (e.g. linguistic knowledge and communication skills) and the development of a professional teacher identity.

**William Tiley (Ritsumeikan Asia Pacific University (APU), Japan)**

**Thuy Hang Tran (International University, VNU, HCMC, Vietnam)** Tran Thuy Hang is a full-time lecturer in International University, Vietnam National University HCMC. She got a Master degree in TEFL at Southern New Hampshire University, USA in 2011. She has 16 years of experience teaching EFL, and EAP. Her research interests include language teaching and learning theories and teaching methodologies.

**Thu Tran Doan (International University, VNU, HCMC, Vietnam)** Tran Doan Thu is a full-time lecturer at School of Languages, International University, Vietnam National University, Ho Chi Minh City, Vietnam. She holds a Master Degree in Applied Linguistics from Curtin University, Australia. She has 14 years of experience teaching EFL, EAP, and Linguistics. She is also a certified Cambridge English speaking examiner. She is interested in research related to improving students' performance and motivation. Her research interests also include the field of literature and the study of linguistics, with a particular focus on Pragmatics.

**Daniela Trinks (Myongji University, South Korea)** Daniela is from Berlin/Germany and has been living in Korea since 2006. She arrived as a student and later had the opportunity to teach at private academies, Seoul Foreign School, and Myongji University. She earned her Ph.D. in Baduk (Go) Studies in 2014. Since 2015,

She has been teaching as a tenure-track professor at the department of Baduk Studies at Myongji University, Yongin campus. Her courses include teacher education, Baduk culture and Baduk English. Her research interests are the board game Go (Baduk), education, culture and foreign languages.

**Haruka Ubukata** (*Kanda University of International Studies, Japan*) Haruka Ubukata is a learning advisor and a resource coordinator at the Self-Access Learning Center (SALC) at Kanda University of International Studies in Japan. She holds an M.S.Ed in TESOL from Temple University, Japan Campus. She has experience in teaching at an English conversation school in Japan, as well as serving as a school manager. Her research interests include learner autonomy, advising, and resources in self-access centers.

**Kinsella Valies** (*Jissen Women's University, Japan*) I am an assistant professor at Jissen Women's University in Tokyo, Japan. I am active in several international educational organizations, volunteer at conferences, and as the JALT PSG Committee Chair. Research interests include assessment and TBLT.

**Savika Varaporn** (*Kasetsart University, Thailand*) Savika Varaporn is a full-time English lecturer at the Department of Foreign Languages, Faculty of Humanities, Kasetsart University, Thailand. She received her Ph.D. degree in English Language Teaching (International Programme) from the Language Institute of Thammasat University. Her research interests include EFL reading, multimodality in ELT, multiliteracies, and English for Academic Purposes. She can be reached at savikav@gmail.com.

**Nga Vo** (*International University, VNU, HCMC, Vietnam*) Vo Thanh Nga holds a master's degree in TESOL from Victoria University, Australia. She has many years of experience teaching English in different universities and is now a full-time lecturer in the School of Languages, International University, Vietnam National University HCMC. Her research interests include the study of linguistics and innovations in TESOL, especially in Phonetics, Pragmatics, writing and public speaking instruction.

**Niall Walsh** (*Aichi Prefectural University, Japan*)

**Atsuko Watanabe** (*Bunkyo University, Japan*) Atsuko Watanabe is a Professor in the Faculty of Language and Literature at Bunkyo University, Japan. Her research interests include reflective practice and researcher reflexivity. Her publications include *Reflective Practice as Professional Development: Experiences of Teachers of English in Japan* (Multilingual Matters, 2017) and a co-edited book with Zia Tajeddin, *Teacher Reflection: Policies, Practices and Impacts* (Multilingual Matters, 2022).

**Cheewin Wattanasin** (*ThaiTESOL*)

**Jocelyn Wright** (*Mokpo National University, Korea*) Jocelyn is a lifelong member of KOTESOL who has been active in the Gwangju-Jeonnang Chapter and the Social Justice and Reflective Practice Special Interest Groups (SIGs) for many years. Her interests include, but are not limited to, reflective practice, social justice education, critical pedagogy, nonviolent communication, peace (language) education, peace linguistics, and peace literature.

**I-Cheng Wu** (*Southern Taiwan Uni. of Science and Technology, Taiwan*)

**Christine Anita Xavier** (*Nanyang Technological University, Singapore*) Dr Christine Xavier is a Lecturer at the National Institute of Education (NIE), Nanyang Technological University, Singapore. She teaches Pedagogical Grammar, Sociolinguistics and applied linguistics courses at NIE. Her research specifically focuses on the intersections between theory and practice in the areas of pedagogical grammar and literacy development.

**Amelia Yarwood** (*Kansai University, Japan*)

**Judy Yin** (*Korea Natl. University of Education, Korea*) Judy Yin taught secondary English at the American School of Las Palmas, Gran Canaria, in Spain for three years before pursuing her academic studies in TEFL. She received her MA and PhD in English education at Seoul National University and is currently a professor of English education at the Korea National University of Education in South Korea. She teaches undergraduate courses in second language writing and speaking and graduate courses in exploring theories and methodologies of teaching the productive skills in EFL classrooms in Korea. Her research

interests include collaborative teaching and learning, reflective practice, and teacher professional development. Serving as the general secretary for Asia TEFL and KEES (Korea English Education Society) and the program chair for the SIG (special interest group) workshop at KATE (Korea Association of Teachers of English), she actively participates in various TEFL conferences and workshops.

**Kuan-Chun Eleen Yu** (*National Kaohsiung University of Science and Technology, Taiwan*)

**Dr. Ally Zhou** (*Florida Gulf Coast University, USA*)

**Chenghao Zhu** (*Universiti Malaya, Malaysia*) Chenghao Zhu is currently a doctoral researcher in the Faculty of Languages and Linguistics at Universiti Malaya. His research interests include the study of second language development, and corpus and computational linguistics.

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# 2023 Workshops

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March 18

**Soft Skill Development in ESL  
Rainbow Speech Technique**

April 15

**Navigating Workplace Culture  
Considerations for Group Work**

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May 20

**Corpus Linguistics in Teaching  
Workshop Collaboration**

June 17

**Phonics for Young Learners  
Classroom Ice Breakers**

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**Currently**

Sept 16

**Welcome Back to KOTESOL  
Workshops**

**Accepting**

Oct 21

**TBA**

**Presenter**

**TBA**

**Applications**

Nov 18

**Workshops &  
Chapter Elections**

**Contact us:**

**[jnj.presenters@gmail.com](mailto:jnj.presenters@gmail.com)**

Dec 16

**Year End Celebration  
& Workshops**

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**Jeonju North Jeolla  
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# Upcoming Events

Seoul KOTESOL

## Seoul KOTESOL Chapter Check Out List of Events for 2023

### Presentation

May  
**13**

Presenter: Local Legend Bilal Qureshi will wow you! A joint presentation with the Seoul and Yongin KOTESOL chapters

### Chapter Social

June  
**08**

Join us at Tap Public in Jongro, from 7pm to 9pm, near Jongak station exit 1, for a chat

### Presentation

September  
**16**

Cheryl Woelk & Heidi Vande Voort Nam as a dual presenter team will ready us for a new fall semester with fresh ideas

### Chapter Social

October  
**19**

Join us at Tap Public in Jongro, from 7pm to 9pm, near Jongak station exit 1, for a chat

### Presentation

November  
**18**

Melvin Dixon will inspire and guide us in winding up the year to reflect on our values and togetherness



Join the conversation:

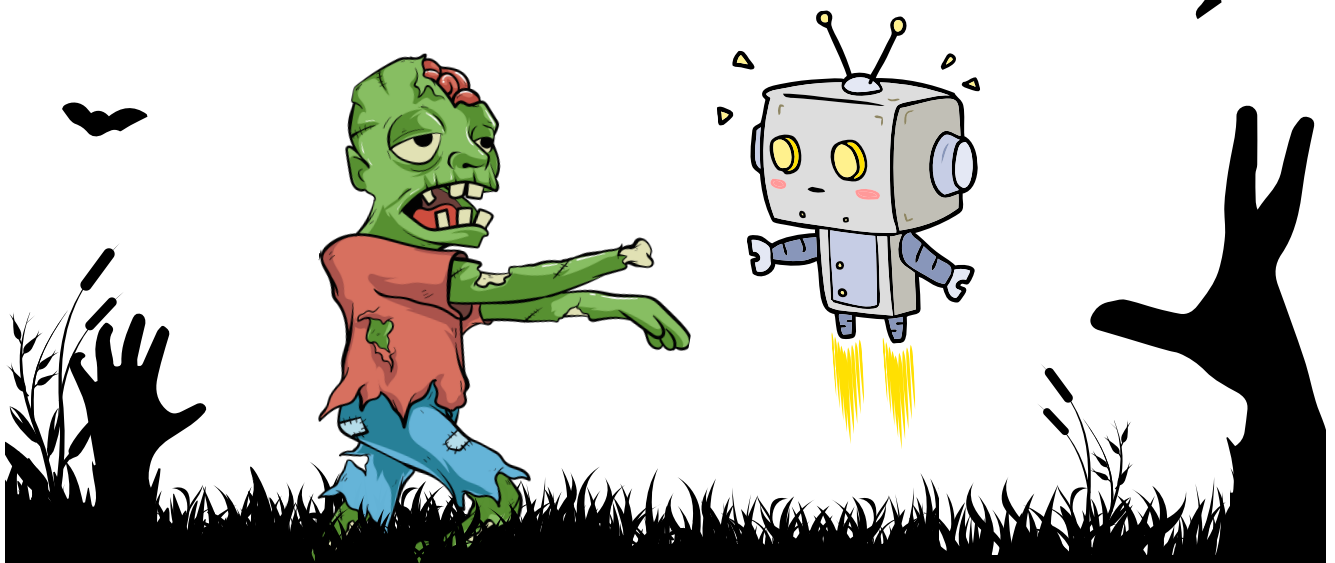
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**Korea  
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KOTESOL · 대한영어교육학회

Saturday, October 28, 2023  
GNUE, Gwangju

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# The 30th Korea TESOL International Conference & PAC 2023

## welcomes our international partners

### *Pan-Asian Consortium of Language Teaching Societies (PAC)*



*English Teachers' Association – Republic of China (ETA-ROC)*

#### **Andy Liu-nam Leung**

Pedagogical Approaches to Studying Literature to Enhance EFL Learners' Language Proficiency **Saturday, April 29, 13:00-13:25, P205**

#### **David Blasco**

The Effects of Strategic Planning on Oral Tasks of Taiwanese College Learners **Saturday, April 29, 16:30-16:55, P206**

#### **I-Chen Wu & Yulin Chen**

Generating In-Depth Understanding of Classroom Motivation via Exploratory Practice **Saturday, April 29, 16:00-16:25, P206**



*Japan Association for Language Teaching (JALT)*

#### **Clare Kaneko**

Reading: Beyond Comprehension, and Encouraging Interaction with Texts **Saturday, April 29, 13:30-13:55, P206**

#### **Michael Mielke**

Using Google Docs for Collaboration in Schools on Material Preparation **Saturday, April 29, 16:00-16:50, P203**

#### **Phil Nguyen**

Starting Moodle LMS for Your Classroom **Saturday, April 29, 15:00-15:25, P103**



*Philippine Association for Language Teaching (PALT)*

#### **Ricardo Ador Dionisio & Mitchellene Rivo**

Expansive Collaboration Towards the New and Enhanced Language Curriculum **Asynchronous**

#### **Stephenie Busbus**

Learning Action Cells in Language Teaching **Asynchronous**

*Thailand TESOL (Thai TESOL)*



#### **Thanis Tangkitjaroenkun**

Lunching & Talking: An Attempt at Teacher Collaboration & Reflection at KMUTT **Saturday, April 29, 13:30-13:55, P206**

#### **Singhanat Nomnian & Cheewin Wattanasin**

"English Teaching Forum" Roadshow for Thai Primary School Teachers: A Collaborative Project **Saturday, April 29, 14:00-14:25, P101**

# The 30th Korea TESOL International Conference & PAC 2023

## welcomes our international partners

### *Other International Partners*



*Cambodia TESOL (CamTESOL)*

**Korng Sok**

Using Google Classroom to Tackle Students' Problems with Writing Skills in the EFL Classroom  
**Saturday, April 29, 16:00-16:50, P104**



*Hong Kong Association for Applied Linguistics (HAAL)*

**Mable Chan**

Research into Second Language Acquisition: Dissemination of Results and Impact  
**Asynchronous**



*English Language Teachers Association of India (ELTAI)*

**Kumar Shravan**

Ramayana and Effective Communication  
**Asynchronous**



*Association for the Teaching of EFL in Indonesia (TEFLIN)*

**Kurniawan Kurniawan**

Designing a Listening Module Based on Malay Local Genius for Indonesian Higher Education: The Power of Collaboration

**Sunday, April 30, 13:30-13:55, P102**



*Malaysian English Language Teaching Association (MELTA)*

**Ilyana Binti Jalaluddin**

Utilising MAVR in Learning English: An ESL Low-Achievers Context  
**Asynchronous**



*Mongolia TESOL / English Language Teachers Assn. of Mongolia (ELTAM)*

**Ankhzaya Batsuuri**

A Comparative Study on English Curriculum Implemented in Mongolia and South Korea  
**Sunday, April 30, 15:00-15:25, P103**

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### PUBLICATIONS

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### GRANTS & AWARDS

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### SCHOLARSHIP

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### SPECIAL INTEREST GROUPS

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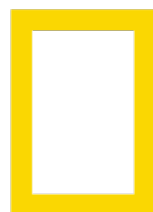




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