The 32nd
Korea TESOL International Conference

KOREA TESOL
KOTESOL

Embracing Humanity
in the
Age of AI

MAY 10 & 11, 2025
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🌐**KOTESOL's 2025 International Conference Website**

	Saturday, May 10			Sunday, May 11		
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9:00	**Featured Speakers** Jared McKee & Han Zheng Reflecting on Empathy, Compassion, and Cultural Awareness in TESOL Education [hybrid session]	**Featured Speakers** Ashley Ford & Kinsella Valies Reel Learning: Building Authentic and Meaningful Platforms for Student Showcasing	Concurrent Sessions	Concurrent Sessions		
10:00	Opening Ceremony starts at 10:15 in Samsung Hall			**Invited 2nd Session** Milan LaBrey Empathy and Integrity in Language Teaching: Enhancing ESL/TEFL Classrooms with the TAEI Methodology	**Invited 2nd Session** Robert Stroud Building Confident Communicators: Strategies for Overcoming Foreign Language Anxiety	Concurrent Sessions
11:00	**PLENARY** Luciana C. de Oliveira Innovation and Humanity in AI: Prompts and Mentor Texts in L2 Writing Samsung Hall			**PLENARY** Nam-Joon Kang Perceptions of Students and Teachers on AI-Based EduTech in ELT: Insights, Challenges, and Future Directions Samsung Hall		
12:00	Lunch			**Featured Speaker** Ida Kymmer The Human Edge: How to Lead Tech Decisions in a Time of Fear, Overwhelm, and Change		Concurrent Sessions

Two Day Overview Schedule (2 of 3): AFTERNOON

	Saturday, May 10			Sunday, May 11		
13:00	**Featured Speaker** Robert Stroud AI in Our Classroom Communities: Connecting or Alienating Students?	**Invited Speaker** Mark Carver Reconceptualizing Assessment Criteria Post-GenAI: Synthesizing Expertise from EAP Professionals	Concurrent Sessions	**Invited 2nd Session** Luciana C. de Oliveira Scaffolding Functional Language Through a Language-Based Approach to Content Instruction	**Invited 2nd Session** Ashley Ford & Kinsella Valies Reel to Real Redux: From Student Videos to Teaching Strategies	Concurrent Sessions
14:00	**Featured Speaker** Milan LaBrey Teaching Beyond Language: Cultivating Emotional Intelligence in TEFL for Holistic Learning	**Featured Speaker** Alvaro Fuentes AI and Human-Centered Teaching in Education	Concurrent Sessions	**Featured Speaker** Cheryl Woelk The Gift of Messy Humanness: Transforming Conflict for Successful ELT	**Featured Speaker** Richard Rose Improving Writing Instruction Through LLM Scripting	Concurrent Sessions
15:00	**Featured Speaker** Michael Griffin Reimagining Reflective Practice: Bridging Tradition and Innovation	**Featured Speaker** Diane Rozells On the AI Bandwagon – To Jump or Not to Jump? Navigating the Ever-Changing Landscape of AI and Technology in ELT	Concurrent Sessions	Concurrent Sessions		
16:00	**Featured Speaker** María Teresa Martínez García Innovative Approaches to Pronunciation Teaching: Hands-On Strategies for Effective Learning	**Featured Speaker** Anna Loseva Bottom-up Professional Development: What Would It Take for It to Work?	Concurrent Sessions	Closing Ceremony starts at 16:00		

Two Day Overview Schedule (3 of 3): LATE AFTERNOON & EARLY EVENING

	Saturday, May 10		Sunday, May 11
17:00	**Invited 2nd Session** Michael Griffin Practicing Reflection in an AI World	Concurrent sessions	
18:00 - 20:00	**The Social @KOTESOL2025** **Saturday, May 10** **6-8 p.m.** **Sookmyung Women's University** **Han Sang Eun Lounge** **Centennial Hall (백주년기념관), 7th Floor** *A limited number of tickets will be available for purchase onsite; please inquire at the Membership desk or Registration*		

Luciana C. de Olivera
Plenary Speaker

Saturday, May 10th 11:00	**Plenary Session in Samsung Hall** Innovation and Humanity in AI: Prompts and Mentor Texts in L2 Writing
Sunday, May 11th 13:00	**Invited 2nd Session in Renaissance R404** Scaffolding Functional Language Through a Language-Based Approach to Content Instruction

Nam-Joon Kang

Plenary Speaker

Sunday,
May 11th
11:00

Plenary Session in Samsung Hall

Perceptions of Students and Teachers on AI-Based EduTech in ELT: Insights, Challenges, and Future Directions

Ashley Ford & Kinsella Valies

Featured Speakers

Saturday, May 10th 9:00	**Featured Session in Renaissance R405** Reel Learning: Building Authentic and Meaningful Platforms for Student Showcasing
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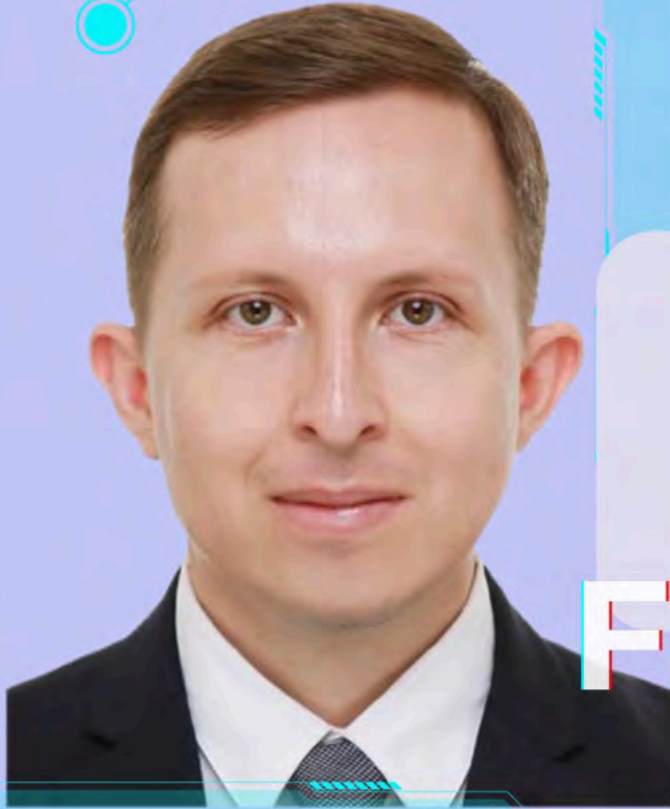
Alvaro
Fuentes
Featured
Speaker

Saturday,
May 10th
14:00

Featured Session in Renaissance R405
AI and Human-Centered Teaching in Education

María Teresa
Martínez García
Featured Speaker

Saturday,
May 10th
16:00

Featured Session in Renaissance R404
Innovative Approaches to Pronunciation
Teaching: Hands-on Strategies for Effective
Learning

Michael
Griffin

Featured
Speaker

Saturday, May 10th 15:00	**Featured Session in Renaissance R404** Reimagining Reflective Practice: Bridging Tradition and Innovation
Saturday, May 10th 17:00	**Invited 2nd Session in Renaissance R404** Practicing Reflection in an AI World

Ida

Kymmer

Featured

Speaker

Sunday,
May 11th
12:00

Featured Session in Renaissance R404
The Human Edge: How to Lead Tech Decisions
in a Time of Fear, Overwhelm, and Change

Milan LaBrey
Featured Speaker

Saturday, May 10th 14:00

Featured Session in Renaissance R404
Teaching Beyond Language: Cultivating Emotional Intelligence in TEFL for Holistic Learning

Sunday, May 11th 10:00

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Empathy and Integrity in Language Teaching: Enhancing ESL/TEFL Classrooms with the TAEI Methodology

Anna Loseva

Featured Speaker

Saturday, May 10th 16:00

Featured Session in Renaissance R405
Bottom-up Professional Development: What Would It Take for It to Work?

Jared McKee &
Han Zheng
Featured
Speakers

Saturday,
May 10th
9:00

Hybrid Featured Session in Renaissance R404
Reflecting on Empathy, Compassion, and
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Richard

Rose

Featured Speaker

Sunday,
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Improving Writing Instruction Through LLM
Scripting

Diane Rozells

Featured Speaker

Saturday, May 10th 15:00

Featured Session in Renaissance R405

On the AI Bandwagon: To Jump or Not to Jump?: Navigating the Ever-Changing Landscape of AI and Technology in ELT

Robert Stroud

Featured Speaker

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Sunday, May 11th 10:00	**Invited 2nd Session in Renaissance R405** Building Confident Communicators: Strategies for Overcoming Foreign Language Anxiety

Cheryl
Woelk
Featured
Speaker

Sunday,
May 11th
14:00

Featured Session in Renaissance R404
The Gift of Messy Humanness: Transforming
Conflict for Successful ELT

Mark
Carver
Invited
Speaker

Saturday,
May 10th
13:00

Invited Speaker Session in Renaissance R405
Reconceptualizing Assessment Criteria Post-GenAI: Synthesizing Expertise from EAP Professionals

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Yasoda Tiwari Teacher Resilience in the Digital Age: Achieving Balance with Vipassana [Research Paper]	Prime P205
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Reece Randall The Human-Centered AI Usage Framework: Navigating Innovation and Integrity in Academic Writing [Workshop]	Prime P103
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Alesa Durgaryan Flipped Classroom Model in English Teaching [Research Paper, hybrid]	Prime P206
Avril Haye Matsui Intersectional Professional Identities: Black Female English Language Teachers in Japan [Research Paper]	Renaissance R406
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Nabilah Fairuz Ryadi Comparing AI Tools' Effectiveness in EFL Vocabulary Acquisition: ChatGPT vs. Copilot [Research Paper]	Prime P104
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The Social
@KOTESOL2025
SAT.
5/10
6-S PM

Han Sang Eun Lounge
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Concurrent Sessions: SUNDAY, MAY 11th

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13:00-13:25	
Yeakub Ali &Faisal Khondker Omer AI-Enabled Applied Linguistics and ELT Research in Bangladesh: A Qualitative Study [Research Paper, hybrid]	Prime P206
Marione Anne Foo Fostering Global Hospitality Skills Through Emotional Intelligence and Roleplay: Enhancing English Language Teaching With Roleplay in Swinburne's Korean Hospitality Program [Research Paper]	Prime P205
Tunyaphoom Phu-ngamthong Teacher's Professional Development through Reflective Practices in the EMI University in Thailand [Research Paper]	Prime P204
Unaree Taladngoen Learning Process Matters: Thai EFL Undergraduates' Needs for Developing a Metacognitive Listening-Speaking Instructional Model [Research Paper]	Prime P103
Thao Tran Equity and Inclusion in Academic Writing: L2 Student Engagement Through Translanguaging [Research Paper]	Prime P104

Concurrent Sessions: SUNDAY, MAY 11th

13:00-13:50	
Invited 2nd Session Speakers: Ashley Ford & Kinsella Valies Reel to Real Redux: From Student Videos to Teaching Strategies [Invited Session]	Renaissance R405
Invited 2nd Session Speaker: Luciana C. de Oliveira Scaffolding Functional Language Through a Language-Based Approach to Content Instruction [Invited Session]	Renaissance R404
Tuyadelger Batsukh & Ariungerel Batdelger Leveraging Artificial Intelligence in Education [Workshop]	Prime P203
Christopher Miller Adding More R and R to Your Lessons: Recording and Reflection [Workshop]	Prime P201
Petri Swanepoel & Marte-Meri Bezuidenhout Bridging the Gap: Preparing ESL Students for Global Success [Roundtable]	Prime P102
13:00-14:20	
Vincent Greenier, Diane Rozells, Ian Moodie, George Whitehead, & Lindsay Herron Professionalism in and the Professionalization of TESOL in Korea [Panel Discussion]	Renaissance R406
13:30-13:55	
Yeakub Ali Academic Writing Errors of Tertiary Students in Bangladesh: Insights and Solutions [Research Paper, hybrid]	Prime P206
Valencia Epps Examining Well-being With Expatriate English Teachers in Asia: An Ethnographic Inquiry [Research Paper]	Prime P204
Andrew Prosser Blind Spot? ChatGPT Assessment of Metaphor Use in Student Spoken Production [Research Paper]	Prime P205
Bill Snyder Emotional Trajectories of Novice Outer Circle Teachers in a Japanese University [Research Paper]	Prime P104
Melissa Tomlins Thinking Critically, Speaking Critically, Writing Critically [Research Paper]	Prime P103

Concurrent Sessions: SUNDAY, MAY 11th

14:00-14:25	
Brandy Bippes Enhancing Writing Instruction With the GSE: A Theoretical Framework [Research Paper]	Prime P103
Mik Fanguy Comparing Collaborative and Instructor-Provided Note-Taking: Impacts on Learning Performance in a Flipped Classroom [Research Paper]	Prime P104
So-Hee Kim Empowering EFL Learners Through AI Images in Writing [Research Paper]	Prime P205
Xuyan Qiu Student Teachers' Acceptance and Readiness for Integrating Generative Artificial Intelligence in Teaching [Research Paper]	Prime P206
14:00-14:50	
Featured Speaker: Richard Rose Improving Writing Instruction Through LLM Scripting [Featured Session]	Renaissance R405
Featured Speaker: Cheryl Woelk The Gift of Messy Humanness: Transforming Conflict for Successful ELT [Featured Session]	Renaissance R404
Max Diaz, Phoenix Lam, & Nate Ming Curran International ELT Community Engagement as a Service-Learning Experience for Undergraduate Students [Roundtable]	Prime P102
Michael Free How Present Are You, Teacher? Fostering Teacher Presence in Tech-Supported Classrooms [Workshop]	Prime P201
Stewart Gray AI Cheating: How to Respond as Teachers and as Institutions [Workshop]	Prime P203
14:00-15:20	
Kristina Kauss Learning Challenges: Supportive Language Education Utilizing Technology and Differentiation Strategies [Workshop]	Prime P204

Concurrent Sessions: SUNDAY, MAY 11th

14:30-14:55	
Marione Anne Foo Embracing Emotional Intelligence and Creativity in ESL Classrooms: Leveraging AI Tools like QuillBot for Enhanced Learning [Research Paper]	Prime P205
Shim Lew & Luciana de Oliveira Mixed-Reality Simulations Into ESOL Education With Language-Based Approach to Content Instruction [Research Paper]	Prime P104
Ana Li Zhong, Chengchen Qian, & Shuhan Li What Are My Values? Effectiveness of a Customized AI Chatbot in an Intercultural Communication Course [Research Paper]	Prime P206
14:30-15:50	
Dragana Lazic Beyond Plagiarism: The Ethics of AI in (English Language) Education [Workshop]	Renaissance R406
Corrine Spencer & Elizabeth May Fashioning the Future: A Makeover for Project-Based Learning Experiences [Workshop]	Prime P103
15:00-15:25	
Hui-Chen Hsu Enhancing EFL Learners' Paragraph Writing with AI Tools [Research Paper, hybrid]	Prime P206
Anna Loseva Faculty Needs Assessment to Inform Professional Development: A Case Study [Research Paper]	Prime P205

Concurrent Sessions: SUNDAY, MAY 11th

15:00-15:50	
Marcel Daniels Reimagining Reflective Practice in the AI Era [Workshop]	Prime P102
Daniel Jones The Good, the Bot, and the Ugly: How and (How NOT) to Use AI for ESL [Workshop]	Prime P203
Battsetseg Khurelbaatar Own Experience Teaching Grammar Through the Story [Workshop]	Renaissance R405
Katherine Song Using Computer-Generated Transcripts to Help Learners Develop Globally Comprehensible English [Workshop]	Prime P104
David James Woodcock Does Attendance Still Matter? [Workshop]	Renaissance R404
Alice Wrigglesworth Beyond Teacher Feedback: Guided Peer Review in L2 Writing Classrooms [Workshop]	Prime P201
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Concurrent Sessions: SUNDAY, MAY 11th

15:30-15:55	
Michael Faudree & Patrick Davis Final Obstruent Acquisition by Japanese Speakers of English and Fun Games [Research Paper, hybrid]	Prime P206
Melissa Reed Dialogic Teaching in the AI Era: Fostering Critical Thinking and Collaboration in ELT [Research Paper]	Prime P204
Jerome Su Content-based English Learning: Using Common Plants as an Example [[Research Paper, Partner session: ETA-ROC]	Prime P205
16:00	
Closing Ceremony	

Poster Sessions: SATURDAY, MAY 10th

Lobby B1 13:00-15:00		
Introducing Students to Generative AI Through a Picture Book Project	**Andy Gill**	Kanda University of International Studies
Leveraging Consultancy Protocols to Address Practical Challenges in Teachers' Professional Development	**Ho Ngoc Anh Nguyen**	Edith Cowan University
Collaboration, Creativity, and Joy in Reading through Blended Extensive Reading Activities	**David Johnson & Paul Matthews**	Kyushu Sangyo University
The Effectiveness of Chatbots in EAP Vocabulary Acquisition and Learners Perceptions	**Yung Chieh Hsieh**	National Taiwan Normal University
Evaluating the Quality of AI-generated vs. Human-Expert Designed Multiple Choice Vocabulary Test Items	**Hsin-Yueh (Lucy) Yang**	National Taiwan Normal University
Exploring Multiword Items in Sustainable Development Goals Articles: A Corpus-Based Study for EFL Writing Instruction	**Ting-Fang Ting**	National Taiwan Normal University
Exploring Vocabulary Learning Using Google NotebookLM's Conversational Audio versus Monologue	**Irene Cheng**	National Taiwan Normal University
The Impact of ChatGPT on Writing Performance and Test Preparation	**Hiroko Takimura**	Tokyo Denki University
Examining the Use of an Original Student-Generated Content App	**Adam Stone**	Fukuoka University
"...And Exhale": Elevating ELT by Incorporating Emotional Intelligence and Well-being Practices in the Classroom	**Gabriela Villafradez**	University of Ulsan

Poster Session: SUNDAY, MAY 11th

Lobby B1 9:00-11:00		
Vocabulary Acquisition Through Speculating and Paraphrasing Practices	**Brad Howe**	Nanzan University
Integrating ChatGPT into English Language Teaching: Enhancing Writing Skills and Navigating Pedagogical Challenges	**Hye Seung Julie Ha**	Sookmyung Women's University
Embracing Humanity Through Collaboration: Student Reflections on NEST/NNEST Team Teaching	**Yoshiya Watanabe, Hahee Baek, Chaeeun Park, & Yohan Yoo**	Handong Global University
Designing a Presentation Rubric for an English Communication Course	**Sammy Woldeab, Ryan Felix,& Rachel McGee**	Kanda University of International Studies
Universal Design to Enhance Course Material Accessibility	**Phoebe Lyon, Tiffani Blatchford, Rachael Roberts, Travis Gasaway, & Benjamin Cowburn**	Kanda University of International Studies
Enhancing Intercultural Competence Through Okinawan Literature in CLIL	**Chris Hastings**	Nanzan University
Exploring English-Major Students' Perceptions and Practices in Utilizing Artificial Intelligence Tools for Writing Skill Enhancement	**Thi Anh Thu Tran & Thi Thu Ngan Dong**	University of Languages and International studies, Vietnam National University
Enhancing Curriculum Design: Instructors' Perspectives on AI Integration at Vietnam National University	**Thi Thu Ngan Dong & Thi Anh Thu Tran**	University of Languages and International Studies, Vietnam National University
The Use of Interactional Framework to Analyze Teacher Talk in a Vietnamese Class	**Hao Anh Nguyen**	University of Languages and International Studies, Vietnam

Research Papers	Presenter
Empowering Multilingual Identities: The Role of Translanguaging in Identity Positioning	Michael Rabbidge
Navigating Loss: An Interpretative Phenomenological Exploration of University Closure	David Sandeman
Teacher Professional Development: English Teacher Educators' Perceptions and Experiences	Dammar Singh Saud
From Aspiration to Adaptation: A Bourdieusian-Genetic Structuralist Analysis of Study Abroad-in-Practice	Christopher Samuell, Michael Smith
Mobile Applications for English Language Skills Development Between 2014 and 2024 Years: Systematic Literature Review	Khursana Rasuleva, Makhmutova Alfira
The Effects of Using MALL Applications to Teach Vocabulary to EFL Learners: EFL Teachers' Perspective on Usefulness and Implementation	Hisham Al Shahri
Examining the Impact of Assessment Formats on Vocabulary Learning	Barry Kavanagh, Kazuyo Koide
A Study of Vietnamese Students Perception on Peer Review in Essay Writing (PREW)	Le Bao Ngoc Nguyen, Hoang Phuong Mai Nguyen, Thuy Hang Tran
Emotion Regulation Strategies in Online Classrooms: Teachers' Perspectives	Miori Shimada
Fostering Global Perspectives in World Primary English Education Studies	Miori Shimada
Autonomous Pronunciation Learning	Junko Chujo
Promoting Learner Autonomy and Intercultural Communication Competence Through Coil: Japan-Korea Game Creation Project	Hyojung Lim, Elizabeth Lavoette
Encouraging Innovation and Creativity: A Sociocultural Theory View	Muchsonah Muchsonah

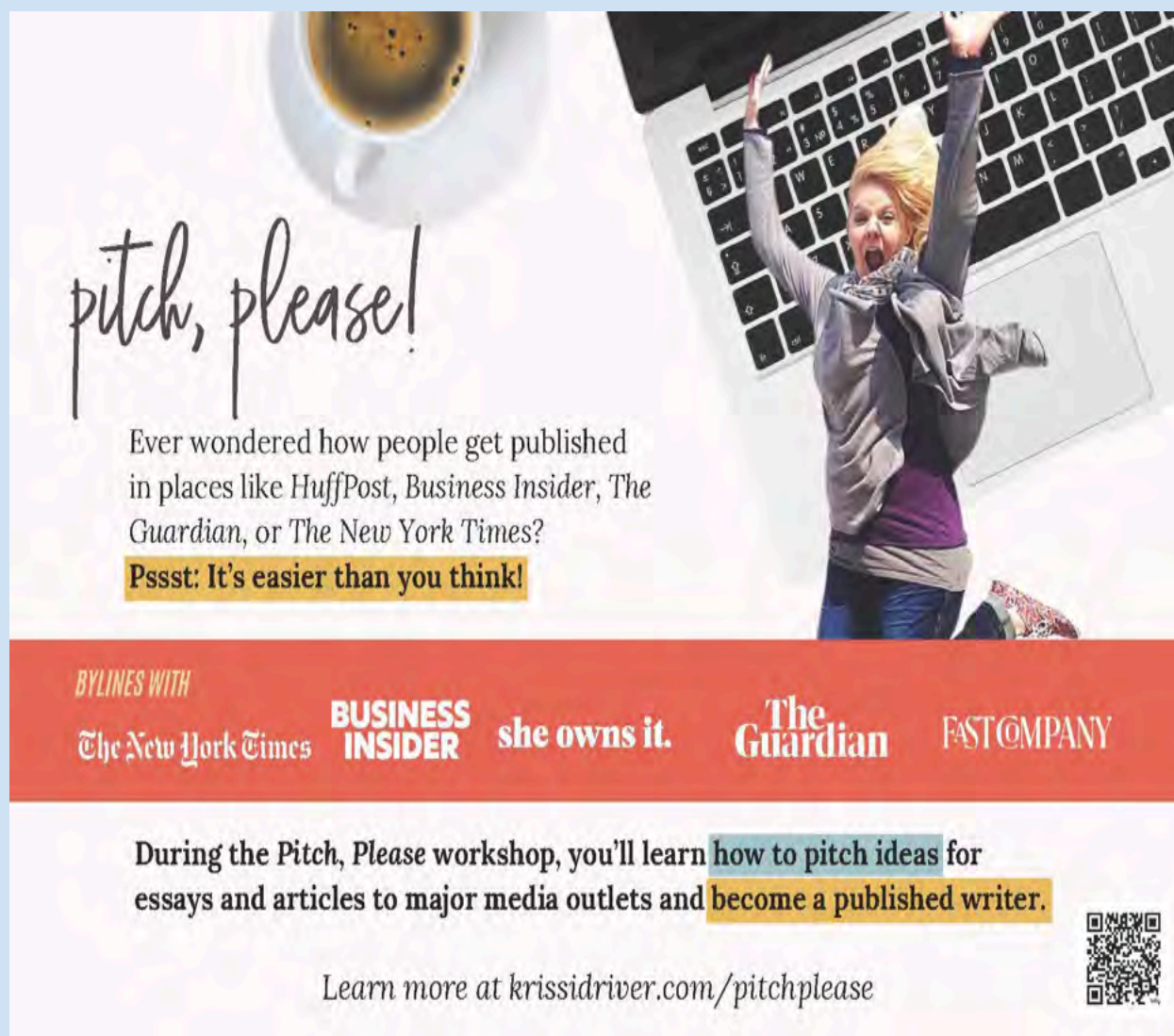| Research Papers	Presenter
AI in the Classroom: Teacher Perceptions, Detection Challenges, and Training Needs	James Broxholme, Gerardine McCrohan
The Impact of Rubric Differences on the Automated Evaluation of Summaries by EFL Learners	Makiko Kato
EFL University Students' Perspectives on English Oral Poster Sessions: Implications for Motivation, Anxiety and Performance	Jessica Marques & Ip Ka I
Innovative or Imitative? Examining the Creative Capabilities of AI	Janna Schaeffer, Kym Taylor
Feedback-Driven Reflective Learning: Enhancing EFL Presentations With Video and Cloud Technology	George MacLean
An AI-Assisted Approach to Teaching English Pronunciations: A Preliminary View on the Assistance of ASR	Chihkai Lin
Ethical Implications of Artificial Intelligence in Modern Storytelling and Literature	Kumar Shravan

Pecha Kuchas	Presenter
We Can, but Should We? A Perspective on AI Trends	Robert Dykes
A Repeated, Short Virtual Exchange's Effect on Communication Confidence	Robert Remmerswaal
Combating Teacher Burnout: Harnessing AI Tools for Sustainable Work Practices	Ho Ngoc Anh Nguyen
Supporting a Student with Visual Impairment in an Academic Writing Course	Andrew Nelson
Servant Leadership in Education: Transforming Classroom Management Through Leadership Principles	Ho Ngoc Anh Nguyen

Posters	Presenter
Developing English Teaching Skills Through Small Steps	Yoko Kita

Graduate Student Showcase	Presenter
Enhancing Student Feedback Literacy and Self-Regulated Learning in IELTS Writing Through AWE and AI	Mengxin Miao

# Special Activities: SATURDAY, May 10th

| Prime P105	
13:00-13:50	**Calligraphy in Action** Start the afternoon by joining this lively calligraphy workshop with Lisa MacIntyre-Park, owner of 'Lovely Letters by Lisa'. All materials will be supplied.
14:00-14:50	**Collective Joy** Reconnect with yourself with Cheryl Woelk, co-founder of 'Collective Joy'. She is a featured speaker at the IC 2025, so this a chance to experience her work through different recharging
15:30-16:20	**Sound Bath** Wind down and calm your nervous system with sound therapist, Aneel, founder of 'Nepal Sounds'. A relaxing experience through singing bowls, gongs, and Tingsha cymbals, to name a few.
16:30-17:00	**"Moving Art" Exhibition** Immerse yourself in dynamic art. This collective exhibition features artists from Uzbekistan, South Africa, Greece, and Korea-Australia. Explore the artists' homeland and craft through dance, photography, painting, and portraits.

Special Activities: SUNDAY, May 11th

Prime P105	
10:00-10:50	**Yoga - Breathwork - Meditation** Start the day with a gentle but energising Hatha Vinyasa flow class. This class is led by the KOTESOL Well-Being and Personal Development SIG facilitator, Gabriela Villafradez.All levels are welcome. 10 people max.
12:30-13:20	**Sound Bath** Wind down and calm your nervous system with sound therapist, Aneel, founder of 'Nepal Sounds'. A relaxing experience through singing bowls, gongs, and Tingsha cymbals, to name a few.
13:30-13:55	**"Moving Art" Exhibition** Immerse yourself in dynamic art. This collective exhibition features artists from Uzbekistan, South Africa, Greece, and Korea-Australia. Explore the artists' homeland and craft through dance, photography, painting, and portraits.
14:00-14:50	**Yoga - Pilates** Refuel your day with a dynamic class of Hatha Vinyasa and mat Pilates that challenges strength, flexibility, and balance. This class is led by facilitator Gabriela Villafradez. All levels are welcome. 10 people max.

Venue Maps

P204

P205

P206

P203

P202

P201

Prime 2F

R407

R406

R405

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R403

R404

R401
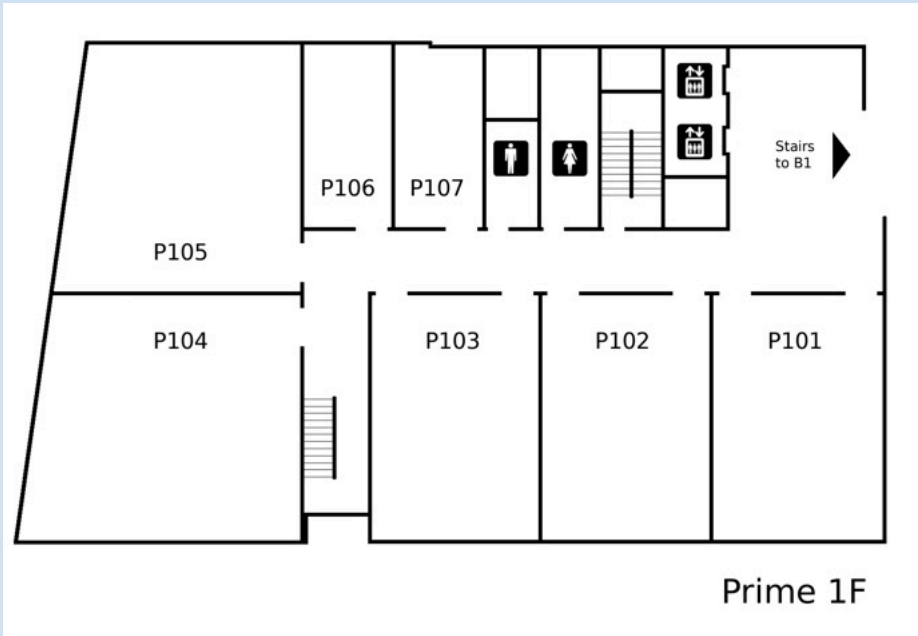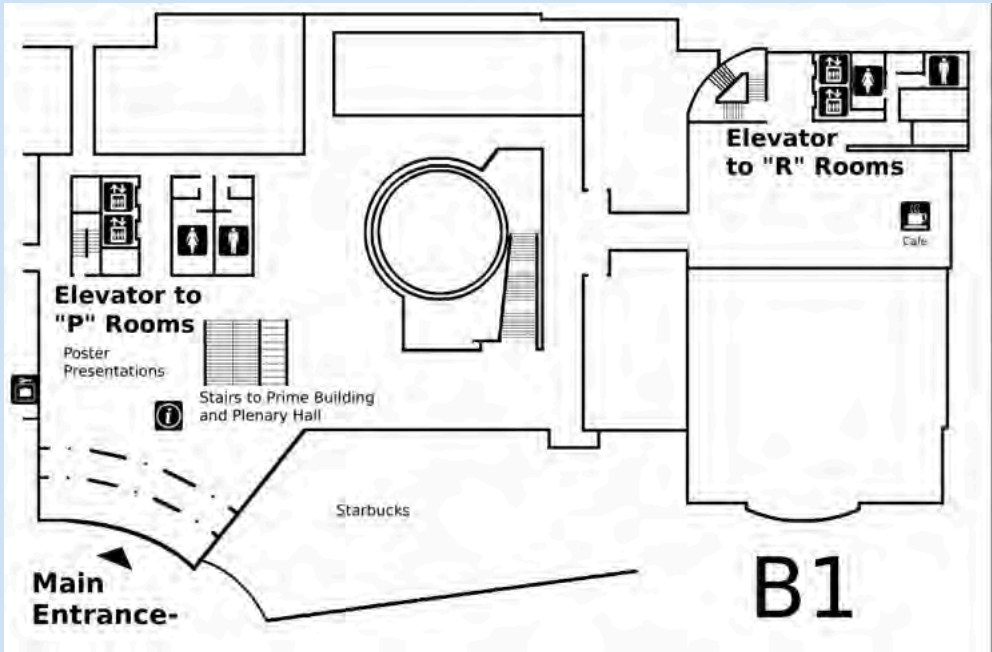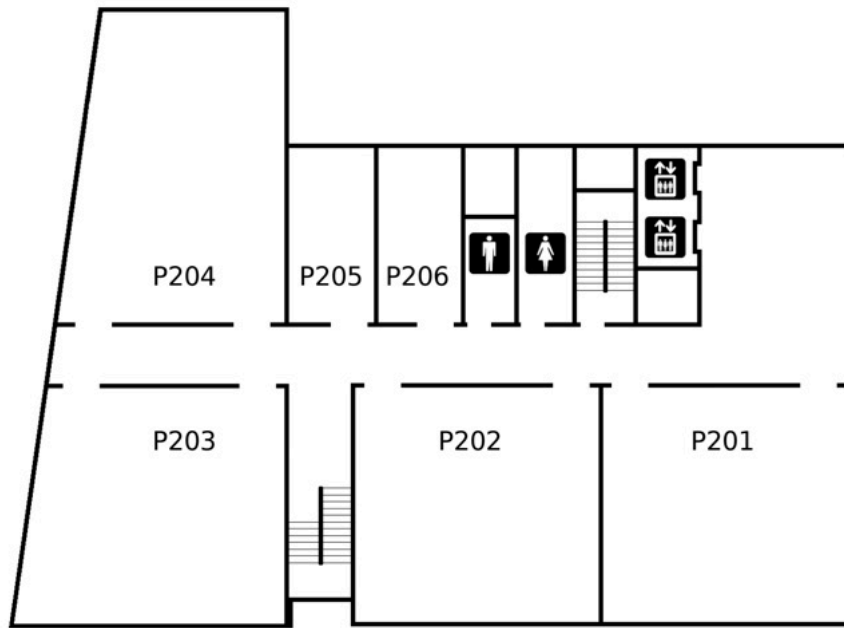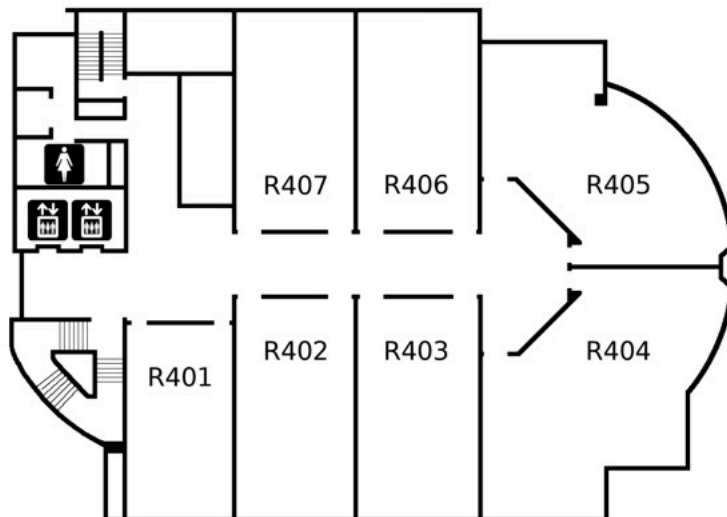
Renaissance 4F

Plenary, Featured, & Invited Speaker Abstracts and Mini Biographies

Plenary Speaker

Luciana C. de Oliveira

<u>Plenary Abstract</u>

Innovation and Humanity in AI: Prompts and Mentor Texts in L2 Writing
Prompt engineering is now considered an essential skill in the context of significant improvements of generative artificial intelligence (GenAI) technologies and their increasing accessibility. This skill involves crafting optimized commands and instructions to achieve desired outcomes from AI systems, reflecting a transformation in the practices of human–machine interaction and a powerful combination of innovation and humanity.
This plenary discusses the use of GenAI text generators as a tool to augment the creation of mentor texts. The use of mentor texts in L2 writing classes is an important part of genre-based pedagogy. By using generative AI technology, educators can generate mentor texts in different genres and integrate them into their teaching. This presentation highlights practical implementations and potential benefits of AI-generated mentor texts for L2 writing instruction in the context of innovative and humanist approaches

<u>Invited 2nd Session Abstract</u>

Scaffolding Functional Language Through a Language-Based Approach to Content Instruction
Scaffolding is a challenging task in K-12 classrooms. Teachers may rely on routine supports, which can be problematic when such supports become so routinized that they lose their potential to foster the learning that teachers hope students will achieve. Scaffolding holds immense potential for multilingual learners (MLs), but moving beyond routine supports is crucial. The presenter describes a language-based approach to content instruction (LACI), a teacher preparation model that includes six Cs of support for scaffolding beyond routine supports for MLs' literacy development.
Participants engage in a variety of hands-on experiences that demonstrate the six Cs of support for scaffolding: connection, culture, code-breaking, community and collaboration, challenge, and classroom interactions. They use concrete examples to develop understanding of this approach and apply it in their own classrooms. LACI provides teachers with ways of scaffolding instruction for MLs in meaningful ways. The session concludes with a discussion with participants about implications for teacher education and the preparation of teachers of MLs.

About the Speaker

Luciana C. de Oliveira (PhD) is associate dean for Academic Affairs and Graduate Studies in the School of Education and professor in the Department of Teaching and Learning at Virginia Commonwealth University. Her research focuses on issues related to teaching multilingual learners at the elementary and secondary levels. Dr. de Oliveira has authored or edited 30 books and has over 200 publications in various outlets. Her book Supporting Multilingual Learners' Academic Language Development: A Language-Based Approach to Content Instruction (LACI) (Routledge, 2023) provides teachers with a framework of six scaffolding elements to support multilingual learners with grade-level content without simplification. She has over 30 years of teaching experience in the field of TESOL. Dr. de Oliveira served in the presidential line (2017-2020), as president (2018-2019), and was a member of the Board of Directors (2013-2016) of TESOL International Association. She was the very first Latina to serve as president of TESOL.

Plenary Speaker

Nam-Joon Kang

Plenary Session Abstract

Perceptions of Students and Teachers on AI-Based EduTech in ELT: Insights, Challenges, and Future Directions

This presentation examines the perceptions of teachers and students regarding the use of AI-based educational technology (EduTech) in English language teaching within Korean public schools and private institutions. Focusing on AI-based EduTech tools implemented in two top-ranked private language schools and comparing them to those used in public school curricula, this study seeks to understand both students' and teachers' perspectives on how these technologies affect motivation, engagement, and language acquisition.

Through a mixed-methods approach, the research gathers data from surveys and interviews with elementary school students (Grades 1–6) and teachers in both public and private schools across Seoul and Incheon. The study compares views on the effectiveness of various EduTech tools, exploring students' preferences and motivations behind their choices. Additionally, it analyzes differences in perceptions between students in lower and higher elementary grades regarding EduTech-supported versus traditional, teacher-led, paper-based learning. The findings offer insights into the role of AI-based EduTech tools in English language education and highlight key differences in its effectiveness across educational settings, providing valuable implications for AI's future in language education.

About the Speaker

Nam-Joon Kang, PhD is head of the TESOL MA and SMUTESOL Certificate programs at Sookmyung Women's University. She earned her doctorate at Leeds University, U.K., focusing on video and paper-based textbooks for young learners. With over 20 years in English language teaching (ELT), Dr. Kang has developed numerous resources for young learners, including daily English TV programs for kindergarten and elementary students, aired on EBS, KBS, and SBS.

Her current research interests include EduTech-enabled learning, drama-based activities, creativity, child psychology, and therapeutic approaches in education. She is actively involved in projects assessing the effectiveness of coding robots on language acquisition and emotional development in young English learners, alongside studies on the psychological aspects of education for both students and teachers. Dr. Kang's work continues to shape English language education for young learners in Korea.

Featured Speakers

Ashley Ford & Kinsella Valies

Featured Session Abstract

Reel Learning: Building Authentic and Meaningful Platforms for Student Showcasing
Language classrooms provide a safe space for learners to express themselves and experiment with language, but their efforts often result in some wonderful work and creative ideas that are never seen by anyone outside of the classroom. Sharing work with a wider audience beyond the classroom can provide an invaluable opportunity for "authentic learning" (Neumann & Wehlage, 1993) and making connections, but limited opportunities exist, particularly in second language contexts. In this talk, we will explore the Reel Voices Film Festival – a new international film festival held annually for language learners. This platform provides high school and university students anywhere in the world with an opportunity to showcase their work, interact with others, and receive feedback and recognition on their achievements. We will report on the first-year of a study that investigates the impact of entering films on autonomy, learner empowerment, and community building. We will describe our goals in organizing the festival, as well as decisions made and activities implemented to engage learners. We will report on the success of the event and share some student experiences. Through this case study, we will share lessons learned and offer practical suggestions for teachers who want to create or organize a variety of student showcasing events between classrooms, schools, and communities. We hope the results will inspire attendees to encourage their learners to enter the 2026 film festival season and start sharing!

Invited 2nd Session Abstract

Reel to Real Redux: From Student Videos to Teaching Strategies
Video contests, such as the one previously held for KOTESOL's 2021 National Conference, this year's 2025 KOTESOL International Conference, and the annual Reel Voices Film Festival, are an exciting way to get language learners to share their creativity and exercise their language and 21st century skills. However, these projects can feel intimidating if you are a teacher who wants to try them for the first-time. In this workshop, teachers will explore the video-making contest and learn more about it. We will watch and reflect on some of the student submissions together, identify their strengths and weaknesses, and think about practical strategies we can use in our own classrooms to guide students through filmmaking projects and make better videos. We will also discuss some common challenges of filmmaking projects for language teachers, such as how to make it a language-focused activity, dealing with limited technical skills and resources, the extent of teacher involvement, assessment, and any of your own concerns or reservations. By the end, teachers will have more tools, ideas, and confidence to tackle filmmaking projects with their own students and participate in future video contests.

About the Speakers

Ashley Ford is an assistant professor at Nagoya City University in Japan and have been incorporating filmmaking activities into her language classroom for over 15 years. She explores how filmmaking can be used as a creative and meaningful activity for students to express themselves and utilize language skills. In her paper, Positive and Negative Outcomes in Creative Project-Based Learning: Two EFL Projects (Ford & Kluge, 2015), she situated filmmaking projects into a project-based language learning framework. Over the years, Ashley has been fortunate to give over 30 talks and workshops aimed toward teachers on filmmaking. She has also been involved in organizing several student showcasing events and served as Film Festival chair for KOTESOL's 2021 Reel-to-Real National Conference. Ashley is continuously dedicated to helping students find their own voices and launched the Reel Voices Language Learning Film Festival so students can take pride in watching their ideas come to life on the big screen. Email: ashley@ade.nagoya-cu.ac.jp

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Kinsella Valies is an assistant professor at Jissen Women's University and an adjunct professor at Aoyama Gakuin University, Japan. She holds a master's in applied linguistics from the University of Limerick, and a bachelor's in cinema and photography from Ithaca College. Kinsella has been a cinephile from a very early age, meaning almost any conversation is embellished with film quotes or references. As a filmmaker, she shares her love of filmmaking and visual expression with her students through the various courses she teaches. On her continuing journey as a multilingual language learner, Kinsella has come to see film as an excellent tool to help learners practice languages. She has published articles on speaking assessment, teaching and assessing with film and TTRPG, motivation, and teacher supporting students. Kinsella is also co-author of the chapter Black Women's Ibasho – Creating a Space of Belonging in Multilingual Matters' New Perspectives on Language Education, Reimagining Dialogue on Identity, Language, and Power (2024). Email: valies-kinsella@jissen.ac.jp

Featured Speaker

Alvaro Fuentes

Featured Session Abstract

AI and Human-Centered Teaching in Education
In recent years, technology has significantly altered the dynamic between educators and students. While the advances in technology, particularly artificial intelligence (AI), hold great promise, they also raise societal concerns. This presentation examines the intersection of AI and human-centered teaching, focusing on how AI can transform educational practices while prioritizing the needs of both learners and educators. It explores AI's ability to create personalized learning experiences, adapt assessments to individual student needs, and automate tasks, allowing educators to dedicate more time to pedagogy. By tailoring education to diverse learning styles, AI has the potential to improve engagement, inclusivity, and academic outcomes. However, the presentation also addresses important ethical challenges, including data privacy, algorithmic bias, and the risk of exacerbating educational inequalities. It stresses the ethical responsibility of educators and developers to ensure transparency, fairness, and accountability in AI applications. Additionally, the presentation advocates for a human-centered approach to AI, calling for policies that ensure equitable access to AI-enhanced educational tools. By balancing the opportunities and challenges of AI, this presentation provides a thoughtful perspective on its role in shaping the future of education, emphasizing human connections and ethical teaching practices.

About the Speaker

Alvaro Fuentes, PhD is a research professor at the Core Research Institute of Intelligent Robots and the Department of Electronics Engineering at Jeonbuk National University (JBNU) in South Korea. He is the research group leader of the Multimedia Laboratory at JBNU and is also a fellow at the Trustworthy AI Lab at Seoul National University. Dr. Fuentes earned his engineering degree in mechatronics from Tecnica del Norte University (Ecuador) in 2012, followed by a master's and PhD in electronics engineering, specializing in AI and computer vision, from JBNU in 2016 and 2019. His postdoctoral research focused on AI for smart farming, contributing to several influential publications. His research interests include computer vision, deep learning, machine learning, and robotics. Dr. Fuentes is committed to the ethical application of AI, with a focus on sustainable development. In addition, he collaborates with institutions worldwide on a variety of topics, including the role of education in shaping both current and future societies.

More information
See Alvaro's website: https://sites.google.com/site/afuentes100ec/

Featured Speaker

María Teresa Martínez García

Featured Session Abstract

Innovative Approaches to Pronunciation Teaching: Hands-On Strategies for Effective Learning
In this talk, we will explore and practice a range of pronunciation teaching methodologies, focusing on hands-on activities that highlight the strengths and limitations of each approach. We will cover four key methods: the articulatory method, which emphasizes understanding and mimicking articulatory movements; audiolingual techniques that rely on repetition and feedback to build accuracy; the communicative approach, which integrates pronunciation with vocabulary and grammar in real-life contexts; and the verbo-tonal method, which prioritizes perceptual training and prosodic elements to enhance phonological awareness. Each approach will be practiced in interactive activities to help participants evaluate its practical applications in teaching pronunciation. The talk will also address common challenges in pronunciation instruction, such as sound discrimination, coarticulation, and integrating pronunciation into spontaneous speech. Through guided practice and reflection, attendees will gain a clearer understanding of how each method can support learners with diverse pronunciation needs, from beginners to advanced speakers. At the end of the session, participants will leave with an adaptable toolkit of strategies to enhance pronunciation instruction and create an engaging learning environment, regardless of students' proficiency levels or target language.

About the Speaker

María Teresa Martínez García, PhD, is an associate professor in the English Department at the University of Valladolid, Spain. She received her PhD from the University of Kansas (USA), specializing in bilingualism and speech perception. After that, she has worked both in the USA (University of Texas A&M) and in South Korea (HUFS and University of Utah Asia Campus). At the University of Valladolid, she specializes in teaching advanced English and linguistics courses. Her research focuses on speech perception, language acquisition, and innovative pedagogical approaches to language instruction.

Featured Speaker

Michael Griffin

Featured Session Abstract

Reimagining Reflective Practice: Bridging Tradition and Innovation
Reflective practice (RP) has long been central to teacher development in ELT, yet traditional approaches to RP may fall short in addressing the complexities of today's ELT landscape. In addition, RP is sometimes considered simply a buzzword or nothing more than navel-gazing. How can RP be revitalized to remain relevant and impactful in this ever-evolving field? This session, delivered by one of KOTESOL RP-SIG's founding members, will be part confession, part potted history, and part how-to guide. RP will be reimagined as more collaborative, action-oriented, and dialogic as well as more compatible with the current era. Ideas on how technological advancements can complement the reflective process without compromising the irreplaceable human element of teaching will be offered and evaluated. Drawing on recent research and practical applications, participants will explore strategies that prioritize spoken reflection, peer collaboration, and real-world relevance. Inspired by Farrell (2018) as well as Walsh and Mann (2013), this session will highlight how RP can evolve to a more shared, community-driven, and action-oriented endeavor. Attendees can expect to leave with practical tools and fresh insights into how RP can continue to serve as a dynamic force for professional growth in a changing world.

Invited 2nd Session Abstract

Practicing Reflection in an AI World
Building upon the growing recognition of the need to revitalize reflective practice (RP) in English language teaching for today's dynamic and AI-influenced educational landscape, this interactive workshop addresses the limitations of traditional models. The session offers practical opportunities to engage with and practice collaborative, action-oriented, and dialogic RP. Participants will take part in a range of structured reflective activities designed to deepen insight into their teaching practice. Emphasizing spoken reflection and peer collaboration, the workshop will encourage sharing experiences and co-construction of knowledge. In addition, the session will explore how AI tools can thoughtfully support reflection, augmenting rather than replacing the essential human elements of teaching and learning. Concrete strategies for making reflection a regular and meaningful part of English teachers' professional development will be provided, practiced, and reflected upon. Attendees can expect to leave with applicable tools and a clearer understanding of how to navigate the evolving landscape of reflection in an increasingly AI-driven world.

Featured Speaker

Ida Kymmer

Featured Session Abstract

The Human Edge: How to Lead Tech Decisions in a Time of Fear, Overwhelm, and Change
Technology is changing faster than ever, impacting how we think, behave, and interact with each other. With every wave of new technology, another doomsday message comes out: AI is going to kill us all, and we will all move to Mars. The speed of the changes, combined with an overflow of content and algorithm-driven social media rabbit holes, often puts us in a reactive mode: We adopt a technology in the middle of a hype cycle because we fear missing out. The overwhelm and fear can also cause passivity, where we just watch a new technology infiltrating every part of our lives, feeling like there is nothing we can do about it. We are in a state of non-leadership. But how did we get here? And are there any solutions?

In this session, Ida will discuss the cultural and historical aspects of the human relationship with technology and how we reached the stage of feeling overwhelmed and fearful of the changes coming, where we are reactive instead of leading the changes. We will then go into how you can develop your own framework for how to (a) identify hypes, (b) seeing through social media algorithms and disinformation, and (c) use curiosity, creativity, and emotional intelligence to develop your own methodology and readiness toolkit. This framework will make you prepare for, respond to, and make decisions around tech changes that will help you to lead not only your own life but the students or the organization you are responsible for.

About the Speaker

Ida Kymmer is a writer, keynote speaker, and international business strategist with expertise in emerging technologies, innovation, and business development. She has spoken at world-renowned events such as the World Economic Forum, SXSW, Gitex, TechBBQ, Deloitte Innovation Day, Next in Vogue, and many more. With a Master of Arts in Peace and Conflict Studies, Ida publishes Tech for War and Peace, a weekly newsletter covering technology in war and peace contexts. Her areas of focus include innovation, sustainability, disinformation, creativity, global inclusion, defense, and peace tech. Ida has lived in nine countries and speaks in five languages (Swedish, Korean, English, German, and Serbian-Croatian). Her experience in emerging technologies is extensive: She worked with Dexter Studios in South Korea to develop 3D screens for the SLS Hotel and Casino in Las Vegas, and was involved with developing 3D musicals and early VR applications for architectural renderings. From 2021 to 2023, Ida was the director of Global Affairs at Journee, working with brands like BMW, H&M, Clinique, and Shiseido to shape the future of immersive technology and commerce.

Featured Speaker

Milan LaBrey

Featured Session Abstract

Teaching Beyond Language: Cultivating Emotional Intelligence in TEFL for Holistic Learning
Dr. Milan LaBrey explores the critical role of emotional intelligence (EI) in enhancing the effectiveness of teaching English as a foreign language (TEFL). This talk highlights how developing EI within language education not only improves language acquisition but also supports students' social and emotional development. By introducing practical strategies to incorporate empathy, self-awareness, and emotional regulation into the TEFL curriculum, Dr. Milan LaBrey demonstrates how teachers can create a more inclusive, responsive classroom environment that meets students' holistic needs.

Drawing on real-world examples, Dr. Milan LaBrey emphasizes the value of integrating EI principles into language learning, showing how these skills enhance students' motivation, resilience, and interpersonal skills – qualities essential for both personal growth and language proficiency. The presentation addresses the unique challenges and opportunities TEFL educators face in engaging students from diverse cultural backgrounds, proposing methods for bridging cultural gaps through emotionally intelligent teaching approaches. This forward-thinking talk encourages educators to rethink language instruction by viewing it as a holistic experience that prepares students for global citizenship and lifelong learning.

Invited 2nd Session Abstract

Empathy and Integrity in Language Teaching: Enhancing ESL/TEFL Classrooms with the TAEI Methodology
Transform your ESL/TEFL teaching approach with the groundbreaking TAEI (The Advancement of Empathy and Integrity) methodology! This interactive session explores how integrating empathy and integrity into language teaching not only enhances students' communication skills but also nurtures critical life skills like emotional intelligence, cultural awareness, and mutual respect – qualities that are essential in our interconnected world. Participants will discover practical strategies to incorporate empathy-driven teaching techniques and integrity-based classroom practices.

This session is vital for educators seeking to create transformative learning environments that go beyond grammar and vocabulary. By addressing the whole learner, the TAEI methodology empowers students to thrive both in and outside the classroom, fostering better teacher–student relationships and more meaningful connections with diverse cultures and perspectives. Join us to learn how empathy and integrity can reshape language teaching, leaving your students inspired, engaged, and better prepared for global citizenship. Whether you're a seasoned teacher or new to ESL/TEFL, this session will provide actionable tools to elevate your teaching practice.

About the Speaker

Milan LaBrey, PhD is a dedicated educator, child psychology expert, and advocate for values-based learning with over 20 years of experience in academia. As the founder of KIDEOGO and the TAEI (The Advancement of Empathy and Integrity) methodology, Dr. Milan is passionate about transforming global education by equipping teachers and students with essential skills in emotional intelligence, empathy, and integrity. With a PhD in spiritual counseling and a master's in education counseling, Dr. Milan has a well-rounded expertise that spans psychology, curriculum development, award-winning writing, and teaching methodologies.

In addition to her academic achievements, Dr. Milan has made significant contributions through leadership roles, such as serving as the G100 Global chair for Values and Volunteerism, where they inspire initiatives that drive social impact worldwide. Their work emphasizes the importance of holistic education and the transformative power of empathy and values, helping shape a brighter, more compassionate future for learners and educators alike.

Featured Speaker

Anna Loseva

Featured Session Abstract

Bottom-up Professional Development: What Would It Take for It to Work?
One of the conditions of truly effective professional development is for it to be organized by teachers in a bottom-up fashion in the community that they teach in (Maggioli, 2017). It makes perfect sense: Indeed, bottom-up professional development is more likely to be directly responding to teachers' needs as it is initiated and sustained by educators themselves. Such development initiatives have the potential to be relevant, engaging, and impactful. Yet, not all attempts succeed. Drawing from both research and personal experiences of organizing and participating in grassroots professional development, the presenter will explore what makes these initiatives thrive or fail. Bottom-up professional development can take many forms, from peer mentoring and online groups to communities of practice and collaborative action research. Through an analysis of successful and unsuccessful cases, this session will identify key characteristics and necessary conditions for sustainable bottom-up professional development. Factors such as leadership, support structures, available resources, and institutional "championing" of educator-organized development efforts will be discussed. The session will invite participants to reflect on their own experiences and consider the prerequisites for fostering bottom-up professional learning activities in their own contexts. Ultimately, this presentation aims to offer insights into what it takes for self-initiated professional development to move beyond isolated efforts and become a sustainable, meaningful part of teachers' professional growth.

About the Speaker

Anna Loseva is a lecturer and unit coordinator at Western Sydney University Vietnam, with over a decade of experience teaching English and academic skills at universities in Russia, Japan, and Vietnam. A passionate educator, she has presented internationally, contributed to and curated the iTDi Blog, and facilitated reflective practice groups both in-person and online. Recently earning her second master's degree, specializing in educational leadership and management, Anna is eager to deepen her research into support systems for instructors in higher education. Her professional interests include professional development, curriculum design, fostering communities of practice in higher education, as well as teaching writing, research, and critical thinking skills.

Featured Speakers

Jared McKee & Han Zheng

Featured Hybrid Session Abstract

Reflecting on Empathy, Compassion, and Cultural Awareness in TESOL Education
Teacher dispositions are indispensable elements of effective teaching. Teachers of multilingual students need to develop positive dispositions that attend to multilingual students' wellbeing and flourishing in the classroom. These include showing compassion to students, supporting their socio-emotional learning, and having linguistic and cultural awareness. This presentation, based on research conducted at a Southeastern American university, examines how pre-service teachers in an undergraduate ESOL methods course developed dispositions of empathy, compassion, and cultural awareness to prepare them to teach multilingual students. Through the use of vignettes and structured writing assignments, pre-service teachers reflected on dispositions that effectively support multilingual students. Attendees can learn about the importance of reflective practice in helping teachers develop their character and dispositions to effectively support multilingual students.

About the Speakers

Jared McKee is a doctoral student in languages and literacies in education at the University of Florida. He holds a Master of Arts in French Studies from Brown University. Prior to beginning his doctoral studies, he was an English teacher in France and South Korea. He has had teaching experience with all ages of students. His current research interests include character education, teacher education, teacher dispositions in relation to multilingual learners, and reflective practice.

Han Zheng is a doctoral candidate in languages and literacies in education at the University of Florida. He holds a Master of Arts in TESOL from New York University. Prior to pursuing his doctoral studies, he was an English language arts and English as a foreign language teacher in China. His current research interests include the teaching and learning of academic language in content areas, teaching multilingual learners at the K–12 levels, teacher education, reflective practice, and culturally and linguistically responsive instruction.

Featured Speaker

Richard Rose

Featured Session Abstract

Improving Writing Instruction Through LLM Scripting
In this workshop, Dr. Rose will demonstrate how educators can leverage advanced AI-powered analysis to enhance grammar instruction and streamline processing of L2 writing tasks. By systematically applying a detailed taxonomy of grammar errors, educators can leverage customizable chain-of-thought prompting with large language models (LLMs) to analyze student writing with greater precision and more granular analysis. This structured approach allows for in-depth feedback generation, error classification, and trend tracking over time. Spreadsheet integration and Python scripting further enable educators to tailor the system to their specific instructional goals, making it a powerful tool for both formative and summative assessment.

About the Speaker

Richard Rose, PhD, has over two decades of experience teaching academic writing, literature, and business communication in Canada, Dubai, and Korea. Currently, he holds a lecturer position at Yonsei University and serves as an assistant professor at Hankuk University of Foreign Studies. He earned his bachelor's degree in political science and economics from McGill University, a master's in teaching English to speakers of other languages from the University of Southern California, and completed his doctoral studies in mind, brain, and teaching at Johns Hopkins University. Dr. Rose views language learning as a bridge to connect people internationally, fostering collaboration to address global challenges.

Featured Speaker

Diane Rozells

Featured Speaker Abstract

On the AI Bandwagon – To Jump or Not to Jump?
Navigating the Ever-Changing Landscape of AI and Technology in ELT

In addressing the question in the title, this presentation adopts the stance of "look before you leap" and aims to introduce English language teachers to a variety of technology and AI tools in order to maximize their potential to promote learning in the classroom. This entails a number of skills that will also be outlined, such as how to select, evaluate, and apply technology and AI tools appropriately, responsibly, and ethically so that they facilitate – and not substitute – real learning, and as much as possible, contribute to building a more just and humane society. Teachers cannot pretend that students are not accessing AI technology and have to be one step ahead of them. Therefore, this presentation aims to help English language teachers make that calculated jump together to seize the opportunity and promise that AI and other technological tools have to offer in order to bring English language teaching to the next level.

About the Speaker

Diane Rozells has 13 years of experience teaching at the university level in Korea and has spent the last 12 years teaching in the MA TESOL program at Sookmyung Women's University where she also teaches undergraduate and PhD courses related to using multimedia and technology for teaching English. She frequently gives special lectures on using technology in English language teaching to Korean public school teachers enrolled in the Intensive In-Service English TeacherTraining Program at Sookmyung TESOL. She is the recipient of a research grant from the National Research Foundation of Korea to develop a mobile adventure game application for learning English. Dr. Rozells is a member of the editorial board of the International Journal ofTESOL Studies and a reviewer for the International TESOL Journal. She obtained her PhD from Nanyang Technological University, Singapore. Her dissertation focused on teachers' conceptions of wisdom in education and how they practice wisdom in their teaching. Her research interests include CALL, reflective practice, and teachers' beliefs.

Featured Speaker

Robert Stroud

Featured Session Abstract

AI in our Classroom Communities: Connecting or Alienating Students?
As artificial intelligence continues to reshape the fabric of classroom communities, its impact on student engagement and authentic human connections becomes more complex. This featured presentation will explore AI's dual role in either connecting or alienating students, with a focus on the unique dynamics of human–human versus human–AI interactions in the language classroom. Dr. Robert Stroud will draw on recent research findings and real-world classroom examples to investigate whether AI tools support a sense of community or risk creating distance, isolation, and disengagement among students and teachers. Attendees will discover how AI-driven interactions may alter the social landscape of classrooms, affecting the depth of relationships and collaborative learning. By the end of the presentation, participants will gain not only a nuanced perspective on AI's role in fostering or hindering community but also a practical, research-informed checklist to assess and optimize AI's influence on meaningful engagement in their own teaching practices.

Invited 2nd Session Abstract

Building Confident Communicators: Strategies for Overcoming Foreign Language Anxiety
Foreign language anxiety (FLA) is a significant barrier that prevents many students from fully engaging with language learning and communicating effectively. Often rooted in a fear of making mistakes and a lack of preparation, FLA can create emotional and cognitive blocks that inhibit language acquisition, leading to a lack of confidence and participation. This workshop will provide educators with practical strategies to help students overcome FLA and become more confident communicators. Participants will explore a variety of techniques, including structured planning strategies, scaffolding models, and the use of AI chatbots to encourage interaction and build student confidence. Through a combination of collaborative discussions, real-world examples, and hands-on activities, attendees will gain insights into how these tools can be implemented to create a more supportive, engaging, and anxiety-reducing classroom environment. By the end of the session, participants will leave with actionable strategies to help students overcome language anxiety, foster greater self-confidence, and improve overall communication skills in the foreign language learning process.

About the Speaker

Robert Stroud, PhD is a professor at Hosei University in Japan, specializing in the innovative integration of technology into English language teaching. With over 15 years of experience in enhancing classroom engagement, his recent research examines the transformative impact of AI on student interactions, focusing on how it can support – or hinder – authentic human connections that are vital for effective language learning. Outside of his academic work, Dr. Stroud is the founder and editor of *The University Grapevine*, a globally recognized newsletter that connects educators worldwide. He is also the co-author of the *SMART communication* textbook series, designed to enhance student engagement in language learning environments.

Featured Speaker

Cheryl Woelk

Featured Session Abstract

The Gift of Messy Humanness: Transforming Conflict for Successful ELT
Learning to communicate well in a language means embracing all the messiness of human interaction and emotional experience together with others who are striving to do the same. This session will guide participants through the messiness to uncover the gifts that our shared humanness brings to learning language and meaningful communication together. The session will begin by discussing the role of conflict in relationship-building. While conflict is often seen as something to avoid, it is integral for language learning to go beyond a transactional level of communication. Through interactive activities, participants will practice identifying patterns of linguistic and emotional responses to conflict and unraveling them to find the threads of underlying interests that drive conflict dynamics. With this understanding, they will practice making intentional choices in communication, by either listening with empathy to understand others or speaking with honesty to express our needs. Finally, the session will end with a discussion on how teachers can model and integrate these practices into their contexts, equipping learners with the tools to navigate conflict, nurture collaboration, and enhance both linguistic proficiency and interpersonal communication skills. Participants will leave with practical strategies to implement in their learning communities, a deeper appreciation for the gifts that conflict can offer to our communication, and some reassurance of the value of our messy humanness.

About the Speaker

Cheryl Woelk is co-founder of Collective Joy Consulting, which offers intercultural communication and conflict resolution training to individuals and organizations in Northeast Asia. Based in Seoul, South Korea, she has worked as an English language instructor and peace educator in diverse multicultural educational settings in Northeast Asia and North America. Cheryl holds a BA in English, a certificate in TESOL, an MA in education, a graduate certificate in conflict transformation, and is currently a doctoral student in the Global Education Cooperation Program at Seoul National University. Her areas of interest in research and practice are integrating language learning and peace education in training for English language teachers, consulting for peace education training institutes, and using principles of nonviolent communication for coaching professionals in South Korea who use English in international contexts. She is co-author of Teaching English for Reconciliation: Pursuing Peace Through Transformed Relationships in Language Learning and Teaching (2018).

Invited Speakers

Mark Carver

Invited Speaker Abstract

Reconceptualizing Assessment Criteria Post-GenAI: Synthesizing Expertise from EAP Professionals
As institutions react, and possibly over-react, to students using AI, policies risk being too focused on detection and preventing students from using AI. Such policies take us away from what should matter in assessment: the validity of the decisions we make based on student performance (Dawson, 2024). Another problem is that those making policies rarely consult EAP professionals, who are experts in how students learn academic writing and other literacies (Bannister & Carver, 2024). I have therefore used the consensus-forming Nominal Group Technique to gather and then synthesize expertise from academics at three international conferences. Together, we have constructed a new rubric for academic writing. The bottom levels of the rubric have been created to avoid the need to detect or prevent student AI use, instead explaining to students where poor use of AI and poor academic writing converge. For example, instead of worrying about proving a student has mis-used AI, a lecturer might fail a piece of work because it has poor long-range cohesion or cites sources that are tangential to the line of argument. The top levels of the rubric likewise expand on what excellent AI literacy combined with excellent academic writing skills might look like, such as synthesizing from a range of reliable sources through an appropriate conceptual lens or giving relevant examples to explain abstract concepts. In this talk, I will present the latest version of the new rubric, explain how to use the Nominal Group Technique to generate your own rubrics suited to your own contexts, and offer some general reflections about how we might best support our students in developing AI literacy within EAP programs.

About the Speaker

Mark Carver is director of postgraduate research at the International Education and Lifelong Learning Institute, University of St. Andrews. He runs the innovative online Professional Doctorate in TESOL and conducts research in student assessment and teacher professional learning.

Session Summaries

The table below explains some of the less obvious abbreviations, words, and phrases you may find at the bottom of each session's summary section.

Abbreviation	Topic
CBI	Content-Based Instruction / English as Medium of Instruction / Content and Language Integrated Learning
Class Mgmt	Classroom Management
Corpus	Corpus Linguistics / Learner Corpora
Culture	Culture or Cross- / Intercultural Communication
ESP/ EAP	English for Specific or Academic Purposes
Identity Agency	Student/Teacher Identity/Agency
Management	Administration, Management, & Employment Issues
Motivation	Motivation
Peace	Peace Linguistics
RP	Reflective Teaching Practice
SJ	Social Justice
Special Needs	Learners with Special Educational Needs (including Learning Differences)
TBL/PBL	Task-/Project Based Learning
Teacher Edu	Teacher Education
Tech	Technology / Computer Assisted Language Learning / Mobile-Assisted Language Learning
Vocab	Vocabulary

Efficacy of ChatGPT and Human Feedback on Students EFL Writing

Fawaz Al Mahmud

This study investigates the comparative effectiveness of ChatGPT and human-derived corrective feedback in enhancing grammatical accuracy in Saudi EFL learners' writing. Findings reveal that ChatGPT outperformed human feedback in fostering accuracy, though human evaluators exhibited slightly higher error-flagging precision. Students valued ChatGPT's immediate and comprehensive feedback, though some preferred human explanations. Recommendations advocate integrating ChatGPT as a supplementary feedback tool for writing instruction.

Prime P203
Sunday | May 11th | 09:00
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

The Effects of Using MALL Applications to Teach Vocabulary to EFL Learners: EFL Teachers' Perspective on Usefulness and Implementation

Hisham Al Shahri

The main aim of the current research was to explore the underlying beliefs and perceptions of the teachers teaching English as a foreign language about the use of technology in teaching vocabulary. Some major findings found were that the teachers believed that their students showed interest in MALL applications' usage in the classroom in general and in language vocabulary learning in specific. The teachers also implied an increase in vocabulary retention and comprehension.

Online
Available at any time | | 24/7
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

Why We Read: English Fluency and EQ in a Mongolian Classroom

Janyerkye Aldanish & Michael Currier

In this presentation, we will discuss how we emphasize reading and emotional social intelligence in class and at home to target fluency and better motivate our students' English acquisition in our Mongolian public middle and high school classrooms. We use empathy, facing adversity, resilience and our diversity as daily themes in students' reading and have students retell and translate what they read to their parents.

Renaissance R404
Sunday | May 11th | 09:00
50-Minute Workshop |
For a wide range of educators/learners

Academic Writing Errors of Tertiary Students in Bangladesh: Insights and Solutions

Yeakub Ali

This study highlights common errors in academic writing committed by Bangladeshi students at the tertiary level with regard to syntax, grammar, and vocabulary. It also employed error analysis and mixed methods to identify root causes through surveys and questionnaires. Findings reveal repetitive errors and emphasize the need for better ESL teaching strategies. Pragmatic recommendations aim at developing writing skills by bridging proficiency gaps, contributing significantly to language education in the non-native English discourse.

Prime P206
Sunday | May 11th | 13:30
25-Minute Research Paper, Hybrid | Writing
For educators of university students

AI-Enabled Applied Linguistics and ELT Research in Bangladesh: A Qualitative Study

Yeakub Ali & Faisal Khondker Omer

This study explores the potential of AI and digital tools in facilitating and promoting Applied Linguistics and ELT research in the context of Bangladesh. The study attempts to analyze the contribution of AI and digital tools in enhancing research activities, thereby identifying their role in literature review, data analysis, and research writing. The findings focus on scopes and risks, showing how AI boosts research efficiency from the perspective of Applied Linguistics and ELT in Bangladesh.

Prime P206
Sunday | May 11th | 13:00
25-Minute Research Paper, Hybrid | Research
For educators of university students

Comparing the Impact of Linked and Fully Online EFL Learning

Shuichi Amano, Yuka Yamauchi, Yuka Takahashi, & Tatsuya Sakaue

This study examines the impact of ending the linkage between an app-based online EFL course and a face-to-face reading course in 2024. The linkage had supported the online course by providing in-person guidance and promoting positive learning habits. Its discontinuation due to non-educational factors led to declines in students' perceived learning outcomes and course evaluations. These findings suggest that such linkages are important for fostering engagement in online courses.

Prime P204
Saturday | May 10th | 17:30
25-Minute Research Paper | Tech
For educators of university students

The Use of Interactional Framework to Analyze Teacher Talk in a Vietnamese Class

Hao Anh Nguyen

This study analyzes teacher talk patterns in a Vietnamese EFL university class using the FLint system. Findings show the teacher primarily used indirect strategies—such as praising, encouraging, using student ideas, asking questions, and giving directions—which promoted student interaction and engagement. The teacher's role as a facilitator positively influenced student learning and participation in group activities.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Applied Linguistics
For educators of university students

Teaching Language in a Peer-to-Peer Format for the Social Adaptation of Migrant Learners

Janna Ballod

This presentation explores the outcomes of a mentoring program initiated by South Korean students of Seokyeong University to support the social integration of Russian-speaking Koryo-Saram youth. By fostering peer-based language learning and engagement with Korean students, the program, held in June 2023 and June 2024, aimed to enhance cultural adaptation and language skills. The presentation examines the program's impact on both Koryo-Saram migrants and their Korean peers, highlighting its effectiveness in promoting social integration.

Prime P204
Sunday | May 11th | 09:00
25-Minute Research Paper | SJ
For a wide range of educators/learners

Decentering English: Exploring Bias and Learners' Motivations in Language Learning

Daniel Bates

While contemporaneous scholarly approaches to World Englishes are focusing on a shift away from native-speakerisms, the native speaker ideal remains the standard among learners throughout the expanding circle. This juxtaposition is explored through an empirical study examining motivations for expanding circle English learners. Results confirm that most value is placed on the applicability of using English within Anglosphere countries, as opposed to the broader capabilities of using English as a lingua franca across the globe.

Prime P205
Sunday | May 11th | 12:00
25-Minute Research Paper | Identity Agency
For educators of university students

Leveraging Artificial Intelligence in Education

Tuyadelger Batsukh & Ariungerel Batdelger

The integration of Artificial Intelligence (AI) in educational practices presents unprecedented opportunities to enhance teaching effectiveness, personalize learning, and streamline administrative tasks. This paper delves into various applications of AI in education, offering insights into how teachers can leverage these technologies to improve student outcomes and educational efficiency.

Prime P203
Sunday | May 11th | 13:00
50-Minute Workshop | Tech
For a wide range of educators/learners

Researching Students English Language Learning Motivation and Teachers Use of Motivational Strategies

Bolormaa Batsuuri

Last decade many countries in the world have been experiencing great changes in their education system due to seeing education as the basis for their sustainable development. This study analyzed learners patterns of motivation by collecting empirical data on their motivational type and degree and the use of motivational strategies among teachers in a classroom setting. The study creates an evidence-based understanding of motivation in a specific academic context.

Prime P205
Saturday | May 10th | 15:30
Partner Session: ELTAM, 25-Minute Research Paper |
For educators of adult learners

Embracing Humanity in NEST/NNEST Teams: Structuring Experiences for Effective Collaboration

Megan Beard, Ah Hye Cho, Hyunwoo Jeon, Hallie Monaghan, & Devina Raj Selvasunther

Students from Handong Global University (Korea) and Taylor University (USA) embarked on a joint field experience course in Indonesia as part of a TESOL partnership between the two institutions. Students discovered, experienced, and critically reflected on effective NEST/NNEST partnership as they developed and taught lessons together in six teaching contexts, culminating with collaborative instruction with Indonesian preservice teachers. This presentation will introduce practices for effective NEST/NNEST partnership, share participant experiences, and include audience Q&A.

Renaissance R406
Saturday | May 10th | 13:00
80 min panel discussion | Teacher Edu
For educators of university students

Enhancing Writing Instruction With the GSE: A Theoretical Framework

Brandy Bippes

This session explores how the Global Scale of English (GSE) aligns with second language acquisition (SLA) theories to enhance writing instruction in multilingual contexts. Attendees will learn how the GSE supports scaffolding, task design, and assessment, enabling learners to progress from sentence-level writing to cohesive essays. Practical examples using GSE tools like the Teacher Toolkit and Text Analyzer will provide actionable strategies for TESOL educators to optimize student outcomes and foster autonomy.

Prime P103
Sunday | May 11th | 14:00
25-Minute Research Paper | Assessments
For a wide range of educators/learners

The Effectiveness of Task-Based Learning in Teaching Noun Modifiers to University Students

Pantipa Boonla

The present research will explore the effectiveness of Task-Based Learning (TBL) in teaching noun modifiers to university students. The aim is to improve students' proficiency, confidence, and accuracy in written English. The research assesses the impact of task-based activities, feedback, and peer collaboration on student understanding. Data collected from pre-and post-tests, surveys, and classroom observations show that TBL significantly improves students' grammatical accuracy and writing skills, making it an effective pedagogical strategy. The findings will

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Applied Linguistics
For educators of university students

Japanese Learners' Descriptions of Foreign Language Anxiety Dimensions

Anna Bordilovskaya

This study introduces the results of a survey investigating different expressions that Japanese students use to describe their language-related anxiety when speaking English in general, with other Japanese people, and with "foreigners". The results demonstrated that students differentiate between dimensions of anxiety they experience in communicative situations. Thus, more research is needed to identify and differentiate dimensions of anxiety Japanese language learners experience in order to adequately address affective factors impacting their language acquisition.

Prime P204
Sunday | May 11th | 09:30
25-Minute Research Paper | Motivation
For a wide range of educators/learners

Co-creation of Knowledge With Digital Tools

Joff P.N. Bradley

This workshop introduces an open-source app designed to enhance study abroad experiences by fostering intercultural understanding and knowledge co-creation. Students use the app to document local environments with videos, photos, and notes, aiding post-study reflection. Inspired by methodologies like Guattari's ecosophy and Freinet's la classe-promenade, the app promotes language learning and cultural exchange. It emphasizes reflection over standardized outputs and supporting intellectual growth through curated, interactive learning walks.

Prime P204
Sunday | May 11th | 10:00
50-Minute Workshop | Critical Pedagogy
For educators of university students

Trick Juniors and Seniors Into Improving With Self-Correction

Gunther Breaux

This presentation will show how the natural human instinct of self-correction can be harnessed in Conversation and Presentation classes. First. The Conversation class tests are self-transcribed and self-corrected. When transcribing students HEAR, TYPE and READ every mistake they make. Second. Presentations are narrated videos. Every time students narrate, they make bloopers, find mistakes, and fix both. And repeat. Students make and watch videos at home, and have engaging and feedback conversations about them in class.

Prime P103
Saturday | May 10th | 17:30
25-Minute Research Paper | Speaking
For educators of university students

AI in the Classroom: Teacher Perceptions, Detection Challenges, and Training Needs

James Broxholme & Gerardine McCrohan

This study examines EFL teachers' perceptions of AI-generated text, and their ability to detect it. Participants, with varied teaching experience and ages, evaluated five text passages to identify AI or student-generated content. Only three out of twenty-three succeeded fully, highlighting detection challenges. Most were unfamiliar with AI-detection software, and often overestimating its accuracy. Findings underscore the need for professional development to help teacher's navigate AI's growing role and integrate it effectively in the EFL classroom.

Online
Available at any time | | 24/7
25-Minute Research Paper | Teacher Edu
For educators of university students

Literacy Intervention Strategies in Determining Fake News: A Systematic Literature Review

Stephenie O. Busbus & Mitchellene V. Rivo

The proliferation of fake news in the digital age is alarming. This paper explores effective school-based literacy interventions such as Media and Information Literacy (MIL) instruction, library partnerships, and critical thinking programs to help students identify false information. Teacher and librarian guidance, seminars, and simulation activities enhance students' information literacy skills and support the development of informed, critical readers.

Prime P205
Saturday | May 10th | 16:30
Partner Session: PALT, 25-Minute Research Paper | Reading
For a wide range of educators/learners

Perceived Leadership Dispositions and Possible Impacts on Teacher and Student Engagement

Mable Chan

Understanding the impact of leadership dispositions on teacher and student engagement is crucial for enhancing effective leadership practices in education. This research study seeks to investigate how various leadership traits influence engagement levels among teachers and students, with the goal of informing leadership strategies that promote positive outcomes in educational settings.

Prime P206
Saturday | May 10th | 14:00
Partner Session: HAAL, 25-Minute Research Paper, Hybrid | Applied Linguistics
For a wide range of educators/learners

Learning Words or Collocations on Quizlet: The Role of Proficiency Level

Chun-Chia Chang

This study investigated the learning gains and retention of two vocabulary learning conditions (single word and collocation) on Quizlet among high- and low-achieving Taiwanese 10th graders. Participants studied 24 words and were tested on form recognition and meaning recall. Results revealed great retention and great learning gains, with collocation learning benefiting high achievers and single-word learning favoring low achievers more in meaning recall. These findings highlight the nuanced interplay between vocabulary learning and proficiency level.

Prime P104
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Vocab
For educators of secondary school students

Unpacking Technology University Students' Perceptions of EMI and L1 Use

Tzu-Tung Chang

This study explores Taiwanese technological university students' perceptions of English-medium Instruction (EMI) and native language (L1) support, addressing an understudied area in vocational education. Using a mixed-methods approach, it examines 288 students' motivations, attitudes toward EMI policies, and L1 use. Results show varied attitudes based on gender, English proficiency, and EMI experience, with general favorability for L1 support, especially among lower-proficiency students. These findings offer insights for enhancing EMI programs through balanced L1 integration.

Prime P102
Saturday | May 10th | 09:30
25-Minute Research Paper | CBI
For educators of university students

A Comparative Analysis of AI-Generated Tourism Texts and Human Written Travel Brochures

Tzu Lin Chin

This study investigates the linguistic features and vocabulary distribution and frequency in human-written and AI-generated travel texts using ChatGPT-4o. Authentic brochures served as benchmarks, with AI texts analyzed via Open Brain AI and Sketch Engine. Results reveal that human texts emphasize persuasion and specificity, while AI focuses on clarity and accessibility. Despite shared keywords, distinct stylistic and functional differences emerge. The study highlights the potential of integrating both texts in ESP teaching and materials design.

Prime P201
Sunday | May 11th | 09:00
25-Minute Research Paper | Tech
For a wide range of educators/learners

Integrating Social Emotional Learning in a Taiwanese EFL College Classroom

Wei-Tsen Chou

The 12-Year Basic Education Curriculum in Taiwan emphasizes competencies, yet EFL courses prioritize traditional skills over emotional well-being. This study integrates Social Emotional Learning (SEL) into a first-year EFL critical literacy course to enhance students' critical literacy and emotional competencies. Data analysis from twenty-nine participants are expected to suggest that SEL fosters collaboration, emotional awareness, and competency development, highlighting its potential to improve academic performance and well-being in Taiwanese EFL classrooms.

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Critical Pedagogy
For a wide range of educators/learners

Activities to Instil Global Citizenship Skills Through CLIL for High Schools

Subhrajit Chowdhury

Understanding different cultures, analysing issues through various perspectives and engaging with people from various nationalities is important in the 21st century (OECD, 2020). CLIL may be an effective methodology for Global Citizenship Education, as it incorporates HOTs, Culture and Communication (Coyle et al., 2010). This workshop will provide and discuss effective tasks and activities to introduce and enhance global competence, awareness and leadership skills within high schools students in an ESL environment.

Renaissance R405
Sunday | May 11th | 09:00
50-Minute Workshop | CBI
For educators of secondary school students

Autonomous Pronunciation Learning

Junko Chujo

This research examined the pedagogical role of the self-monitoring pronunciation activity's effect toward students' learning process. Using a systematically designed worksheet, students were instructed to learn and pronounce each given word three times on the smartphone. For each attempt, they were asked to write down if it was recognized or not and if not, to write the misunderstood word along with any comments for their analysis. Post-activity questionnaire results revealed a strong positive effect.

Online
Available at any time | | 24/7
25-Minute Research Paper | Applied Linguistics
For educators of university students

A Comparative Study: Measuring Effects of CALL on Input Modalities

Tzu Chun Chung

This study examined the role of differing input modalities in vocabulary learning and retention among high school learners (n=6). Two interactive CALL learning tools (ChatGPT and VoiceTube)were adopted in which the former focuses primarily on textual input, whereas the latter provides multimodal stimuli. Results showed significant gains in the simpler textual input group compared to the multimodal input group. Limitations as well as pedagogical implications are discussed.

Prime P103
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Vocab
For educators of secondary school students

Improving Pragmatic Competence in Business Communication Through Role-Play Transcription

Matthew Coomber

The use of indirect questions can be an important politeness strategy in effective business communication. However, the grammatical complexity of these questions makes them problematic for many L2 learners, particularly given the high cognitive demands of real-time oral communication in a formal context. This presentation explores how having students transcribe and analyze their own spoken output in business-focused role plays can improve their ability to effectively deploy indirect questions.

Prime P103
Saturday | May 10th | 14:00
25-Minute Research Paper | Speaking
For educators of university students

Modern Students Need Tech Education: GenAI Use for Language Education

Daniel Corks

Many assume students are tech-savvy, but social media use doesn't equal digital literacy. This workshop dispels myths about "digital natives" and explores essential tech skills for today's learners. The workshop also examines digital literacy frameworks and demonstrates how to integrate technology education into language courses. Participants will discuss AI classroom challenges and develop practical, tech-enhanced tasks to enhance language fluency and digital skills.

Renaissance R406
Sunday | May 11th | 12:00
50-Minute Workshop | Materials
For a wide range of educators/learners

Reimagining Reflective Practice in the AI Era

Marcel Daniels

This workshop explores the use of dialogue journals in service learning to promote reflective practice and student autonomy. It highlights the integration of AI as a "third partner" to enhance feedback, track progress, and provide diverse perspectives. Participants will analyze student and AI-generated responses, discuss ethical considerations, and receive a practical template for implementation, bridging emotional intelligence, creativity, and innovation in language education.

Prime P102
Sunday | May 11th | 15:00
50-Minute Workshop | Assessment
For a wide range of educators/learners

International ELT Community Engagement as a Service-Learning Experience for Undergraduate Students

Max Diaz

This discussion panel brings together individuals involved in ELT-focused service-learning subjects in the Hong Kong context and invites individuals from other regional contexts, including Korea, to discuss: the current status of service-learning subjects; similarities and differences across countries and regions with regard to service-learning subjects; and current and future potential for international/inter-regional service-learning collaboration.

Prime P102
Sunday | May 11th | 14:00
50-Minute Roundtable | Other
For educators of university students

Maximizing EFL Adult Classroom With Multi-skills Textbooks and AI/Non-AI Resources

Aulia Djunaedi

This summary highlights skills-based textbooks (listening, speaking, reading, and writing) alongside teamwork ac+N166tivities in an EFL adult classroom for beginner to intermediate learners. It also proposes efficient grammar instruction and innovative AI and non-AI teaching materials and applications to enhance classroom engagement, foster collaboration, and support diverse learning needs in a structured yet adaptable environment.

Prime P201
Sunday | May 11th | 09:30
50-Minute Workshop | Creativity
For educators of university students

Enhancing Curriculum Design: Instructors' Perspectives on AI Integration at Vietnam National University

Thi Thu Ngan Dong & Thi Anh Thu Tran

This study explores instructors' views on integrating Artificial Intelligence (AI) into curriculum design at Vietnam National University. Using a mixed-methods approach with surveys and interviews of 100 English instructors, findings reveal that AI literacy is perceived as underrepresented in the curriculum. Key themes include the need to achieve educational goals and a lack of clear AI guidelines. The study recommends incorporating AI literacy into higher education to prepare students for the digital age.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Critical Pedagogy
For educators of university students

Integrating Digital Composition Tools Within English Classrooms: Learning from Our Students

Mark Dressman, Nitin Panwar, Vincent Joseph, & Dhruv Mehta

In this workshop, participants are invited to preview and discuss recent tools for digital composition at four workstations: ProWritingAid (for writing); Explainlikeimfive (for reading/study); Gamma.ai (for presentations); and Canva (for video and visual design). In the second part of the presentation, we build on suggestions and ideas from participants to create instructional materials and activities that combine writing, speaking, and visual presentation, and to discuss the opportunities and limitations of these and related tools.

Prime P203
Saturday | May 10th | 13:00
50-Minute Workshop |
For educators of university students

Flipped Classroom Model in English Teaching

Alesa Durgaryan

This presentation introduces a model integrating classroom and out-of-class activities to enhance English language learning. By incorporating non-traditional lesson formats, such as flipped classrooms, educators can create more dynamic and creative lessons while maintaining a clear structure. These approaches not only strengthen language practice but also build students' self-confidence, critical thinking, and metacognitive skills. Attendees will gain insights into practical strategies for fostering deeper engagement and learning in their classrooms.

Prime P206
Saturday | May 10th | 17:30
25-Minute Research Paper, Hybrid presentation |
For a wide range of educators/learners

We Can, but Should We? A Perspective on AI Trends

Robert Dykes

This Pecha Kucha presentation will cover the current trends observed in language education and AI in Asia, including but not limited to speech partner apps, writing assistance, and using gen AI to create teaching materials where current gaps exist. Next, this presentation will cover concerns over AI usage, such as the lack of consideration for data privacy bias, ethical concerns, lack of pedagogical reasoning, and rewriting history through AI-created extensive reading materials.

Online
Available at any time | | 24/7
Pecha Kucha | Tech
For a wide range of educators/learners

Gender Representation in Graded Readers for English Extensive Reading

Thomas E. Bieri

This session will describe the findings of a content analysis of gender representation in two selections of English graded readers. A number of narrative fiction and non-fiction readers used in the researchers' EFL teaching context were examined for various gendered elements, and results compared and contrasted for the two types of readers. The results, potential implications for extensive reading instructors, programs, and materials developers, and further avenues for exploration will all be discussed.

Prime P205
Saturday | May 10th | 17:30
25-Minute Research Paper | Reading
For a wide range of educators/learners

Scrabble Tournament Success

Michael Edwards

This presentation will review how a Scrabble tournament was set up within a new department at a women's university in Tokyo as an effort to motivate students to use English outside the classroom.

Prime P205
Saturday | May 10th | 14:30
25-Minute Research Paper | Motivation
For educators of university students

Understanding Students' Vocabulary Knowledge for Developing Effective EFL Materials

Hosam Elmetaher

Vocabulary knowledge is essential for understanding EFL materials, with the first 2,000 most frequent English words covering 80% of text comprehension. Many learners, including Japanese, struggle to master these words in both receptive (reading/listening) and productive (speaking/writing) tasks. This presentation defines vocabulary knowledge, introduces practical assessment tasks, and explores different word lists. Teachers will gain tools and strategies to create engaging and effective materials that meet their students' vocabulary needs.

Prime P203
Saturday | May 10th | 17:00
25-Minute Research Paper | Vocab
For a wide range of educators/learners

Examining Well-being With Expatriate English Teachers in Asia: An Ethnographic Inquiry

Valencia Epps

This ethnographic study explores issues related to occupational well-being among native English-speaking teachers in Asia. The study includes 10 participants in various countries, examining their stated experiences and perceptions related to their well-being at work. Topics include workplace relationships, gender, race, discrimination, power differences, privilege, and work-life balance. By examining the well-being gap through the voices of participants, it is hoped that the study will elicit key areas in need of attention.

Prime P204
Sunday | May 11th | 13:30
25-Minute Research Paper | Other
For a wide range of educators/learners

To ChatGPT or Not to ChatGPT: Embracing Generative AI as an Essential Component in EFL Business Writing Classrooms

Yi-Fang Eva Lan, Hsiu-Chi Chang, & Jeng-yih Hsu

This study examines the use of ChatGPT in a Business English writing class of 29 Taiwanese students, covering 10 correspondence genres. Students created drafts independently and with ChatGPT, evaluated by an ESP teacher and an industry expert. Findings show ChatGPT excelled in formulaic writing but struggled with personalization. Its strengths in scaffolding, grammar, and tone suggest that generative AI can enhance ESP instruction and business communication skills.

Prime P204
Saturday | May 10th | 09:30
25-Minute Research Paper | ESP/ EAP
For educators of university students

Comparing AI Tools' Effectiveness in EFL Vocabulary Acquisition: ChatGPT vs. Copilot

Nabilah Fairuz Ryadi

This research examines the effectiveness of ChatGPT and Microsoft Copilot in enhancing contextual vocabulary acquisition among EFL learners. A mixed-methods study involving 104 seventh-grade students revealed significant vocabulary improvements with both tools. ChatGPT provided richer examples and explanations, while Microsoft Copilot offered clarity and conciseness. Participants reported high engagement and perceived usefulness for both tools. The findings suggest that a blended approach utilizing both AI tools can optimize vocabulary learning for diverse EFL learners.

Prime P104
Saturday | May 10th | 17:30
25-Minute Research Paper | Vocab
For a wide range of educators/learners

Comparing Collaborative and Instructor-Provided Note-Taking: Impacts on Learning Performance in a Flipped Classroom

Mik Fanguy

Note-taking is a valuable yet cognitively demanding learning strategy. Alternatives like online collaborative notes and instructor-provided notes exist to alleviate this burden. Collaborative note-taking allows students to work together, while instructor-provided notes enable better focus on lectures. This study (n=161) compared these methods in a flipped classroom. Although quiz scores were similar, the quality of writing was significantly better in the collaborative note-taking group than in the instructor-provided notes group.

Prime P104
Sunday | May 11th | 14:00
25-Minute Research Paper | Writing
For educators of young/very young learners

Final Obstruent Acquisition by Japanese Speakers of English and Fun Games

Michael Faudree & Patrick Davis

A corpus of 21 Japanese native speakers attending Tokyo City University were recorded reading a list of English words containing final voiced /b/, /d/, /g/ /v/, /z/, //, /d/, // and voiceless /p/, /f/, /k/, /t/, /s/, //, /t/, // obstruents. Phonetic transcription showed final word position was more difficult than initial or medial, agreeing with phonological theories. Based on our results, fun games are adapted to focus on words containing final obstruents.

Prime P206
Sunday | May 11th | 15:30
25-Minute Research Paper, Hybrid | Applied Linguistics
For a wide range of educators/learners

Pronunciation Instruction in Second Language Learning: Teachers' and Students' Insights from Research on ESL in (East) Asia

Alexandre Ferreira Martins

This study conducts a qualitative metasynthesis of two decades of research on teachers' and students' perspectives on pronunciation in English as a Second Language, with a focus on East Asia. It examines the impact of frameworks like the CEFR and highlights the scarcity of similar studies in other languages, such as Portuguese and Spanish. Findings reveal challenges in teacher training and pronunciation integration into curricula, emphasizing the need for comparative studies to enhance language teaching.

Prime P206
Sunday | May 11th | 12:00
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

Implementing Assistive Technology to Help Tertiary Students With Their Second Language Acquisition: A Study Based on the Universal Design for Learning (UDL) Framework

Hilda Hio Fong Fok & Si Weng Cheang

This presentation explores the impact of electronic devices on education and the evolving needs of students with shorter attention spans. It introduces the Universal Design for Learning (UDL) framework, emphasizing its role in providing equal learning opportunities. Research involving first- and second-year university students (n=45) tested a UDL-based online tool, revealing enhancements in motivation and engagement. The presentation concludes with examples of technologies that support UDL, offering ELT teachers strategies for inclusive learning.

Prime P206
Saturday | May 10th | 14:30
25-Minutes, Hybrid |
For educators of university students

Embracing Emotional Intelligence and Creativity in ESL Classrooms: Leveraging AI Tools like QuillBot for Enhanced Learning

Marione Anne Foo

The integration of AI in education has transformed English Language Teaching. This study explores how QuillBot enhances emotional intelligence (EI) and creativity in ESL classrooms. By offering paraphrasing, content generation, and feedback, QuillBot refines linguistic skills, fosters self-awareness, and promotes innovative thinking. Through personalized learning, it reduces anxiety and encourages engagement. Combining surveys, interviews, and observations, the findings reveal its potential to complement traditional methods, creating inclusive, dynamic, and emotionally supportive learning environments for AI driven era.

Prime P205
Sunday | May 11th | 14:30
25-Minute Research Paper | Tech
For educators of university students

Fostering Global Hospitality Skills Through Emotional Intelligence and Roleplay: Enhancing English Language Teaching With Roleplay in Swinburne's Korean Hospitality Program

Marione Anne Foo

This paper explores the integration of Emotional Intelligence (EI) and roleplay in Swinburne University's Korean Hospitality and Internship program. It highlights how EI enhances communication and interpersonal skills crucial for global hospitality careers. The study examines how roleplay activities foster emotional awareness, self-regulation, and empathy, while improving English communication. The paper discusses how these strategies promote global communication, empathy, and effective customer service, preparing students for success in the international hospitality industry.

Prime P205
Sunday | May 11th | 13:00
25-Minute Research Paper | ESP/ EAP
For educators of university students

How Present Are You, Teacher? Fostering Teacher Presence in Tech-Supported Classrooms

Michael Free

How present are you, teacher? This workshop equips educators to foster teaching presence helping them design, facilitate, and guide meaningful learning experiences in blended and in-person classrooms that are tech-supported. Participants will explore practical strategies for using digital tools to establish and maintain teaching presence effectively. Through context-specific activities, attendees will develop actionable plans tailored to their teaching environments. This highly interactive session will provide practical ideas and resources to enhance engagement and student success.

Prime P201
Sunday | May 11th | 14:00
50-Minute Workshop | Teacher Edu
For educators of university students

Establishing English Writing Instruction From the Felt Sense of EFL Writers

Yutaka Fujieda

This study explores Japanese EFL learners' emotional experiences during English writing using a qualitative case study approach combining thematic analysis and the Thinking at the Edge (TAE) technique. Through analyzing 10 participants' felt sense during writing, four key instructional approaches were identified: explicit instruction on linguistic differences, collaborative writing activities, reflective practices, and diverse writing tasks. The TAE method offers a systematic framework for developing targeted writing instruction in EFL contexts.

Prime P206
Saturday | May 10th | 13:00
25-Minute Research Paper | Writing
For educators of university students

Preserving and Strengthening Your Motivation to Teach

Roger Fusselman

Teaching is a field where passion and energy help the professional achieve its necessary tasks and functions. However, many people see their desire to teach decline over time. How can teachers maintain a conviction that teaching is a field of intrigue and potential for them? This presentation outlines five frames and principles that help you and have helped the presenter to stay an upbeat, optimistic teacher in Korea for a wide variety of learners.

Prime P203
Saturday | May 10th | 14:00
50-Minute Workshop | Motivation
For a wide range of educators/learners

FLT University Departmental Integration and Belonging in Japanese

Bladimie Germain

This presentation explores integration and belonging at departmental level to better understand (1) the status of FLTs perceptions of integration and belonging, (2) factors affecting their perception, and (3) policies that could enhance integration and belonging. With an emphasis on the latter, the presentation aims to provide attendees with practical knowledge that they can adopt in their institutions.

Prime P205
Saturday | May 10th | 17:00
25-Minute Research Paper | Teacher Edu
For educators of young/very young learners

Introducing Students to Generative AI Through a Picture Book Project

Andy Gill

This poster presentation will display the results of a study in which Japanese university students utilized the AI image generator within Microsoft's Copilot to create an original picture book story. The presentation will include the task guidelines provided by the teacher, scaffolding used to aid comprehension, how students were trained to overcome AI limitations, as well as student feedback on the project. The possible implications for future teaching practice involving AI will also be considered.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Tech
For educators of university students

AI Cheating: How to Respond as Teachers and as Institutions

Stewart Gray

AI can be a powerful tool for learning. However, students often use AI in ways that allow them to avoid learning and cheat on assessments. As educators, how can we respond to this? In this workshop, the presenter will outline his experiences as an undergraduate teacher dealing with AI-facilitated academic misconduct. Attendees will hear about various practical measures that he and his employer have taken to address this. Discussion and idea sharing will be welcomed.

Prime P203
Sunday | May 11th | 14:00
50-Minute Workshop | Assessment
For a wide range of educators/learners

Exploring the Role of Emotional Capital in Online Teaching: A Poly-ethnography of TESOL Teacher Educators

Vincent Greenier

In online teacher education, there is a need to attend to emotional capital, which is the personal and social skills one possesses to identify, interpret, respond to, and express their own emotions and to value the emotions of others. Applying this theory to TESOL teacher education, this poly-ethnographic study explores the emotions of three teacher trainers through reflexive dialogue with a focus on the participants' emotional journey in online teaching.

Prime P102
Sunday | May 11th | 12:00
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Professionalism in and the Professionalization of TESOL in Korea

Vincent Greenier, Diane Rozells, Ian Moodie, George Whitehead, & Lindsay Herron

This panel discussion explores the professionalization of TESOL in Korea, addressing career progression, credentials, knowledge, development, identity, and leadership. Sharing their diverse perspectives and experiences, panelists will discuss challenges and opportunities in advancing TESOL professionalism, including professional ethics, barriers to career mobility, the role of qualifications, and integrating local communities of practices. Through collaborative dialogue, attendees will gain insights into enhancing professional agency, navigating career growth, and shaping TESOL's future in Korea.

Renaissance R406
Sunday | May 11th | 13:00
80-Minute Panel Discussion | Teacher Edu
For a wide range of educators/learners

Classroom Management - Teacher Management

Jennifer Groat

Without a good learning environment, it is hard for students to learn well. Recently I have had some difficult elementary public school classes and this has resulted in searching for solutions and ideas to improve the situation. In this workshop I will share some nuggets that I have discovered and attendees will be encouraged to share their advice and ideas. Let's come, support and help each other.

Prime P203
Sunday | May 11th | 12:00
50-Minute Workshop | Class Mgmt
For educators of young/very young learners

Integrating ChatGPT into English Language Teaching: Enhancing Writing Skills and Navigating Pedagogical Challenges

Hye Seung Julie Ha

This paper investigates ChatGPT's potential to enhance writing instruction in ELT, particularly for Korean EFL students. It examines how ChatGPT supports critical thinking and writing skills through instant feedback and co-authorship, while addressing concerns about AI content reliability. The study emphasizes the need for updated teaching methods, considering ethical and privacy issues. It offers insights into effectively integrating ChatGPT to improve coherence, lexical diversity, and syntactic complexity in students' writing.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Applied Linguistics
For educators of university students

Powered by Plot: AI-Driven Storytelling for ESL

Melissa Harr

Every ESL classroom holds the potential for dynamic, student-driven stories. In this interactive session, participants will collaboratively design a story architecture and create one activity for a sample class using a narrative-driven, AI-supported framework. This hands-on approach demonstrates how to maximize comprehensible input and foster meaningful output, while engaging students and streamlining lesson planning. By the end, attendees will leave equipped with tools to integrate storytelling into their own teaching practices.

Prime P102
Saturday | May 10th | 16:00
50-Minute Workshop | Materials
For educators who mainly teach adult learners

Enhancing Intercultural Competence Through Okinawan Literature in CLIL

Chris Hastings

This session explores how Okinawan literature, presented through a CLIL framework and Hoff's Intercultural Reader model fosters intercultural competence. Attendees will discover strategies for using literary texts to develop cultural awareness, critical thinking, and reflective analysis among language learners.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Culture
For educators of university students

Intersectional Professional Identities: Black Female English Language Teachers in Japan

Avril Haye Matsui

This presentation discusses how race, and gender may impact professional identity development of Black female English language teachers who work in Japan. The participants in this study hailed from various parts of the African diaspora and as such discourses around gender, national identity and Blackness often influenced how they were perceived as professionals. This study used intersectionality (Crenshaw, 1989; Collins & Bilge, 2016) as a theoretical framework.

Renaissance R406
Saturday | May 10th | 17:30
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

A Teacher's Assistant or an English Teacher? The Dilemma of NETs

Inge Heradien

This research investigated how emotion and identity tensions of Native English Teachers (NETs) interlocked in the context of teaching at public rural elementary schools in South Korea, and how it affected their pedagogical well-being. The research uncovered that the choice that the NET makes in either identifying as an English teacher or a teacher's assistant plays an important role in understanding their construction of knowledge and how their emotions intertwine or clash with their identity.

Prime P205
Sunday | May 11th | 12:30
25-Minute Research Paper | Identity Agency
For a wide range of educators/learners

Navigating Stage Fright with Emotional Intelligence: Leveraging Quizizz for Engaged ELT in the Swinburne Sarawak English Enhancement Program

Nur Hidayah Safarudin

This paper explores how the Swinburne Sarawak English Enhancement Program (EEP) integrates Emotional Intelligence (EI) principles with AI-driven tools like Quizizz to help students overcome stage fright and improve public speaking skills. By fostering an engaging and inclusive environment, the program enhances student confidence and performance in English Language Teaching (ELT). The study highlights the role of AI in promoting emotional resilience, inclusivity, and lifelong learning.

Prime P102
Sunday | May 11th | 10:00
Partner Session: MELTA, 25-Minute Research Papers | Tech
For educators of university students

Vocabulary Acquisition Through Speculating and Paraphrasing Practices

Brad Howe

Due to advances in technology, there is a tendency for learners to wait for explanations of unknown vocabulary rather than actively discover it on their own. This poster presentation outlines speculation and paraphrasing practices that promote a greater rate of vocabulary acquisition in the EFL classroom. This approach includes the added benefits of the development of psychological safety and growth mindset among participants.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Vocab
For educators of university students

The Effectiveness of Chatbots in EAP Vocabulary Acquisition and Learners Perceptions

Yung Chieh Hsieh

This study explores the effectiveness of two AI chatbots. One with contextual articles and one without. EAP vocabulary acquisition among advanced Taiwanese EFL learners. Over two weeks, both groups showed significant improvement with no notable differences. Participants valued the chatbots' ease of use but noted design limitations, highlighting the potential for AI chatbots in personalized, context-driven language learning.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Tech
For a wide range of educators/learners

Enhancing EFL Learners' Paragraph Writing with AI Tools

Hui-Chen Hsu

This study examines how AI tools, such as ChatGPT and Perplexity, assist English teachers in improving EFL learners' paragraph writing. Twelve writing samples from Taiwanese college students were analyzed, revealing common issues such as a lack of topic sentences, disorganized details, and weak coherence. By using appropriate prompts and refining AI-generated suggestions, teachers can enhance their efficiency in both editing and providing personalized feedback.

Prime P206
Sunday | May 11th | 15:00
25-Minute Research Paper, Hybrid |
For a wide range of educators/learners

Investigating the Effects of AI Mini-course Generator on EFL Learners' Speaking Performance, Willingness to Communicate, and Self-efficacy

Hui-Tzu Hsu

This study investigated the effects of AI mini-course-mediated English speaking tasks on EFL learners' speaking performance, willingness to communicate, and self-efficacy. Using a quasi-experimental design with 110 pre-intermediate college students, it compared traditional teaching methods to AI-assisted tasks. Results showed significant improvements in speaking performance, willingness to communicate, and self-efficacy among the experimental group. Participants also expressed positive attitudes toward the AI tasks. The study highlights the potential of integrating AI into English speaking instruction.

Prime P204
Sunday | May 11th | 12:00
25-Minute Research Paper | Speaking
For educators of university students

Enhancing EFL Collocation Learning: Corpus vs. Traditional Dictionary Approaches

Yu-Wei Huang

This study compares corpus-based and dictionary-based approaches to teaching collocations in Taiwanese EFL high school students. Using COCA and OCD over six weeks, it analyzes improvements in collocation mastery, motivation, and behavior. Findings reveal that both methods enhance collocation learning, but COCA shows stronger impacts on retention and student engagement. The study underscores the pedagogical value of integrating corpora and suggests COCA's potential to foster long-term vocabulary retention.

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Applied Linguistics
For educators of secondary school students

Building Students' Writing CAF and Self-efficacy Through Combined Multimodal Technology-Mediated and Peer Feedback

Pariwat Imsa-ard

This study investigates the effects of combining multimodal technology-mediated feedback (MTMF) and peer feedback (PF) on L2 students' writing complexity, accuracy, fluency (CAF), and self-efficacy. A quasi-experimental design with 52 participants revealed significant improvements in self-efficacy, accuracy, and fluency for the experimental group, along with gains in certain complexity indices. While MTMF and PF focused more on structural and content aspects, they demonstrated potential for enhancing L2 writing and self-efficacy in educational contexts.

Prime P104
Saturday | May 10th | 14:30
25-Minute Research Paper | Writing
For educators of university students

Harnessing AI-powered Tools to Create Teaching Materials for ELT: Moving Beyond Traditional Textbooks

Abdelmalek Ismaili Alaoui

The study explored how AI-powered tools can enhance English Language Teaching (ELT) beyond textbooks. Findings showed that AI tools allow for more flexible and personalized material creation, saving teachers time while increasing engagement. However, concerns about content accuracy and accessibility were noted. Teachers viewed AI as a supplement, not a replacement, for textbooks. The study recommends professional development for AI integration and suggests a hybrid approach to maximize teaching effectiveness in ELT.

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Applied Linguistics
For a wide range of educators/learners

Englishization and Internationalization of Higher Education in Sri Lanka

Lasni Buddhibhashika Jayasooriya

This study examines the consequences of the Englishization of higher education in Sri Lanka, where a majority of students receive their primary and secondary education in their local languages. By interviewing students, the study provides insights into both the positive and negative impacts of English Medium Instruction (EMI) in higher education and explores whether Englishization contributes to internationalization. The study raises concerns about language education policy and the broader language education landscape of the

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Language Policy
For a wide range of educators/learners

Collaboration, Creativity, and Joy in Reading through Blended Extensive Reading Activities

David Johnson

Online extensive reading (ER) caters to language learners' diverse needs: students choose their own books from a digital library which can be filtered by level and genre. However, autonomous learning environments such as this may be unfamiliar and isolating for some students. This poster presentation reports the findings of an action research project designed to maximize the potential of ER by blending online reading with creative, collaborative, and engaging classroom activities.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Reading
For educators of university students

The Good, the Bot, and the Ugly: How and (How NOT) to Use AI for ESL

Daniel Jones

We already know the broad pros and cons of AI in theory, but many teachers don't know how to actually make use of it in practice. This workshop will demonstrate how AI can (and can't) be used as an effective educational tool!

Prime P203
Sunday | May 11th | 15:00
50-Minute Workshop | Materials
For a wide range of educators/learners

"You Have a Toolbox": Translanguaging Socialization in English Language Arts Classrooms

Grace Jue Yeon Kim

Translanguaging socialization examines the processes of socialization through and into the linguistic realities of bi/multilinguals. This presentation explores translanguaging socialization in 6th grade English Language Arts classrooms in the U.S. Findings from an ethnographic research study indicate that the teacher invited the students' full linguistic repertoires by employing various pedagogical strategies. Through flexible language use, the participants co-constructed a translanguaging space for creativity and criticality. Pedagogical implications and future directions for research will be offered.

Prime P104
Sunday | May 11th | 12:00
25-Minute Research Paper | SJ
For a wide range of educators/learners

The Perception Experiment of China English Accent

Yuying Kang

It explores the perception of China English Accent (CEA) among speakers and listeners, building on previous findings regarding prosodic differences between Chinese-accented English and native English. With 30 Chinese students and 2 native speakers, we survey various factors influencing accent perception, such as students' majors, English scores, and self-rated pronunciation.

Prime P102
Sunday | May 11th | 12:30
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

The Impact of Rubric Differences on the Automated Evaluation of Summaries by EFL Learners

Makiko Kato

This study explores how differences in two analytic scoring rubrics, Li (2014) and Kato (2024), influence automated evaluation of English summaries written by Japanese university students. Using the AI tool Claude 3.5, scores were analyzed based on the rubrics, which share similar categories but differ in their prioritization of elements. Statistical results revealed both similarities and differences, offering insights into the rubrics' strengths and limitations and suggesting improvements for summary writing assessment.

Online
Available at any time | | 24/7
25-Minute Research Paper | Assessment
For educators of university students

Language Acquisition and Learning through Theme-Based and Project-Based Education

Kristina Kauss

Explore how theme-based and project-based teaching can transform EFL classrooms at all levels. This workshop provides practical strategies to connect textbook content to overarching themes, design essential questions, and implement projects like board games and presentations. These approaches foster critical thinking, collaboration, and meaningful language use. Tailored to diverse contexts and proficiencies, the session empowers educators to create dynamic lessons that boost motivation and engagement while promoting active learning and autonomy.

Prime P102
Saturday | May 10th | 13:00
80-Minute Workshop | Multiple Skills
For a wide range of educators/learners

Learning Challenges: Supportive Language Education Utilizing Technology and Differentiation Strategies

Kristina Kauss

This workshop offers strategies to support language learners, including those with dyslexia and who may be neurodivergent. It covers motivation-driven techniques, technology integration (like speech-to-text), and hands-on methods (e.g., colour coding, sand tray activities). Participants will gain practical insights into differentiation strategies for diverse classrooms, addressing learners' varied needs. The workshop also explores cultural considerations and strategies to foster inclusive education, empowering all learners to succeed in language acquisition.

Prime P204
Sunday | May 11th | 14:00
80-Minute Workshop | Multiple Skills
For a wide range of educators/learners

Examining the Impact of Assessment Formats on Vocabulary Learning

Barry Kavanagh

This study examined the effects of multiple-choice and gap-fill assessment formats on synonym acquisition among EFL students from two Japanese universities (n=146). Over four weeks, students completed pre and post-TOEFL reading quizzes and synonym tasks. Results showed significantly higher scores in multiple-choice formats, while gap-fill errors were attributed to spelling and grammar challenges. The findings emphasize the cognitive ease of recognition tasks and the need to integrate recognition and production skills for effective vocabulary learning.

Online
Available at any time | | 24/7
25-Minute Research Paper | Assessment
For educators of university students

Dialoguing With Students for Reflective Teaching Practice

Barry Keith & Adam Murray

When students reflect, they identify strengths and weaknesses in their linguistic knowledge, and thereby ready themselves to move toward metacognitive strategies for self-directed learning (Huang, 2021). The presenters will introduce an ongoing action research project about a simple, analog communication tool that encourages reflective practice for both learners and teachers. We will describe its features, how to use it effectively, and samples of student-teacher interaction of reflective pedagogy. Finally, feedback from students will be

Prime P104
Sunday | May 11th | 09:00
25-Minute Research Paper | Class Mgmt
For educators of university students

GEDSI Representation in Indonesian ELT Textbooks: A Content Analysis

Putri Septiani Khairunnisa

This study explores the representation of Gender Equality, Disability, and Social Inclusion (GEDSI) in visual content within grade 9 English Language Teaching textbooks. This research using qualitative content analysis, examines images from government and private publications to identify gaps or biases. The findings aim to support the development of inclusive ELT materials, fostering diversity awareness and equitable educational opportunities for all students.

Prime P206
Saturday | May 10th | 09:00
25-Minute Research Paper | Critical Pedagogy
For educators of secondary school students

Developing an Active Learning-Based English Course for Undergraduate Medical Technology Students

Maythiya Khruawan

This study develops and evaluates an English listening and speaking course for medical technology students using the Active Learning Instructional (ALI) Model, following the ADDIE model of instructional design. A quasi-experimental design with pre- and post-tests assesses course effectiveness and students' attitudes through data from tests, questionnaires, and interviews. The findings highlight active learning's potential to improve medical technology students' English listening and speaking skills and contribute to ESP course development.

Prime P103
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | ESP/ EAP
For educators of university students

Own Experience Teaching Grammar Through the Story

Battsetseg Khurelbaatar

English teachers in Mongolia have some problems teaching grammar and many English teachers don't focus on student's understanding. Lately teachers are worried about teaching grammar since tests include a lot of grammar parts in order to check students' grammar skills. However, I have found some effective ways to teach grammar. When teaching the grammar, show the students your own made up story, and after the story, students express their understanding through the drawing.

Renaissance R405
Sunday | May 11th | 15:00
50-Minute Workshop | Grammar
For educators of young/very young learners

Identification of English Learners in U.S. Kindergartens: Implementing English Language Screeners

Ahyoung Alicia Kim, Jeanne Beck, Haeun Kim, Mark Chapman, & Pauline Ho

English language proficiency (ELP) screeners are often used to identify English learners (ELs) entering kindergarten in the United States, in conjunction with other tools, such as home language surveys. We present findings from the first phase of a two-phase study on implementing a new kindergarten ELP screener in a US state. Survey data from 133 school districts revealed complexities and variability in EL identification decision making process. Results suggest ways to better identify English learners.

Prime P206
Sunday | May 11th | 09:30
25-Minute Research Paper, Hybrid presentation | Assessment
For educators of young/very young learners

Digital Media Literacy in EFL Classrooms in Korea

Mikyung Kim

Digital media literacy is emphasized in the 2022 revised Curriculum, with a new high school elective, *English in Media*, launching next year. Despite this, practical lesson plans and assessments are lacking. As AI digital textbooks arrive in 2025, defining digital media literacy and building clear school-level frameworks are essential to support English teachers' digital competency and create more dynamic, media-rich learning environments.

Prime P204
Saturday | May 10th | 15:30
Partner Session: KATE, 25-Minute Research Paper |
For a wide range of educators/learners

Empowering EFL Learners Through AI Images in Writing

So-Hee Kim

This study examines how written language shapes the functionality of a free AI-powered image-generation tool in the processes of writing and meaning-making, as well as its impact on learners' development. Using DALL-E via ChatGPT, the study investigates the potential benefits of integrating image generation into the writing process.

Prime P205
Sunday | May 11th | 14:00
25-Minute Research Paper | Multiliteracies
For educators of university students

Using Generative AI as a Mentor for Reflective Practice

Jake Kimball

Reflective practice is a cornerstone of professional development, yet many educators struggle to find time and resources for meaningful reflection. This 50-minute workshop introduces a new and innovative approach: using generative AI as a mentor to supplement and guide reflective practice. This workshop draws on Gibbs' Reflective Cycle, Kolb's Experiential Learning Cycle, and Farrell's Framework for Reflecting on Practice. Participants will explore how Generative AI can facilitate systematic and constructive self-reflection.

Prime P102
Saturday | May 10th | 15:00
50-Minute Workshop | RP
For a wide range of educators/learners

Developing English Teaching Skills Through Small Steps

Yoko Kita

This study explains a step-by-step teaching method for university students training to become elementary school teachers. It focuses on improving English skills and confidence through small activities, leading to mock teaching. The approach includes speaking practice and staged lessons, starting with simple tasks like small talk. Results and student feedback will also be discussed.

Online
Available at any time | | 24/7
Poster Session | Teacher Edu
For educators of university students

Do You See What I See? Multimodal Teaching With Image Generation

Charles Kowalski

Words have wondrous power to transfer an image from one mind to another...but how can we be sure it's the same image? AI image generation can help us understand what images our words could conjure in a listener's mind. Techniques include: turning written descriptions into images, using AI transcription to show how words might be misheard, and using image generation to illustrate how an inaccurate utterance might open a portal to a surrealistic looking-glass world.

Renaissance R405
Saturday | May 10th | 17:00
50-Minute Workshop | Creativity
For a wide range of educators/learners

Decolonising English for Academic Purposes: Perspectives From EAP Teachers in Transnational Higher Education

Shayna Kozuch

This presentation examines decolonisation in EAP within a transnational context. It highlights the importance of creativity and innovation in decolonising EAP curricula. Through eight interviews, the study explores EAP teachers' understanding and implementation of decolonial practices, revealing challenges and strategies for centering local contexts and cultural knowledge. The research emphasises the need for institutional support to foster a culturally responsive and innovative learning environment, contributing valuable insights to the discourse on decolonisation in higher education.

Prime P205
Saturday | May 10th | 13:30
25-Minute Research Paper | ESP/ EAP
For educators of university students

High-Frequency Entertainment: Learning Vocabulary From English Language Movies

Kyle Kreider

This study set out to examine how effective popular L1 English films can be for vocabulary acquisition, and if popular films prove to be efficient resources for frequent vocabulary. After examination, the study proved that popular films can be beneficial vocabulary material for English learners, but needs to be analyzed with instructor discretion and used appropriately in the classroom environment.

Prime P206
Sunday | May 11th | 10:00
25-Minute Research Paper | Vocab
For a wide range of educators/learners

How Does Peer-Reviewing Impact Student Writing Abilities?

Noriko Kurihara

The present study is based on the result of the comparison between the peer-reviewing group and the word-learning group, where the peer-reviewing group showed significant improvement. Further investigation of students' interactions in the peer review and interview data, their drafts and revision revealed the impact of peer-reviewing related to the relationship between peers and students' attitudes toward peer review.

Prime P206
Sunday | May 11th | 10:30
25-Minute Research Paper | 101 Workshop Topics
For educators of secondary school students

Building Community: Language Learning and Cultural Exchange in a Social Space

Ellie Law

This paper addresses the limited social interaction between local and international students in Hong Kong universities. It presents a Social Learning Space (SLS) designed to foster active, experiential learning and global citizenship through language and cultural exchange activities. By analysing feedback from 250 participants, the paper evaluates the SLS's effectiveness in building a social learning community and offers recommendations to enhance student engagement in language learning in an AI-driven era.

Prime P205
Saturday | May 10th | 09:30
25-Minute Research Paper | Culture
For educators of university students

Teacher Identity and Intersectionality: Maintaining Humanity in the Language Classroom

Luke Lawrence

This research presentation will focus on language teacher identity (LTI), with a special emphasis on intersectionality. It will draw from original case study data of teachers working in the Japanese context to examine how LTI was co-constructed with students, colleagues, institutions and wider society. By focusing on the interplay between structure and agency in this process, I will evaluate how participating teachers maintained their humanity in the face of dehumanising bureaucracy, technology and ideology.

Prime P205
Sunday | May 11th | 10:30
25-Minute Research Paper | Identity Agency
For educators of university students

Beyond Plagiarism: The Ethics of AI in (English Language) Education

Dragana Lazic

Since ChatGPT's release in 2022, AI's role in language education has gained significant attention. This workshop delves into ethical issues surrounding AI integration, focusing on values, responsible implementation, and interdisciplinary approaches. Participants will explore dilemmas such as AI policies, teaching responsibility, learner autonomy, and privacy, while discussing ethical strategies. Drawing on the latest AIED research, educators will learn to navigate these challenges moving beyond "techno-solutionism."

Renaissance R406
Sunday | May 11th | 14:30
80-Minute Workshop | Tech
For a wide range of educators/learners

Faculty Learning Community as a Space for Solidarity and Well Being

Grace Lee

This study examines how faculty learning communities provide a "safe space" for marginalized faculty to reflect on experiences of racism, sexism, and native-speakerism, fostering solidarity and strategies for self-care. Highlighting the challenges of navigating authenticity and the external scrutiny, the study underscores the role of these communities in promoting personal growth and wellbeing. Practical strategies for cultivating solidarity and supporting wellbeing among faculty in professional settings are also discussed.

Prime P206
Saturday | May 10th | 09:30
25-Minute Research Paper, Hybrid presentation | Applied Linguistics
For educators of teach adult learners

Using ChatGPT to Create IELTS Reading Classes: An Investigative Study

Thomas Legge

This presentation highlights a recent study which explored how ChatGPT could be used to design IELTS Reading classes. It considers the effectiveness of ChatGPT and similar AI tools in generating reading passages, comprehension questions, and tailored practice materials for IELTS Reading students. Finally, it considers how inputs can be tailored to achieve more authentic results and, ultimately, the limitations in using such tools to teach IELTS.

Prime P104
Sunday | May 11th | 12:30
25-Minute Research Paper | Materials
For educators of university students

Mixed-Reality Simulations Into ESOL Education With Language-Based Approach to Content Instruction

Shim Lew & Luciana C. de Oliveira

This presentation introduces an online learning system that integrates synchronous Avatar Lab simulations with asynchronous LACI-based learning modules and interactive virtual feedback platforms. The project demonstrated that well-designed simulation cycles, which optimize pre-service teachers' learning and teaching practices, significantly enhance their instructional competence and confidence in working with multilingual learners. We also discuss the implications of using LACI and virtual simulations to support teachers in diverse international contexts.

Prime P104
Sunday | May 11th | 14:30
25-Minute Research Paper | Teacher Edu
For educators of university students

A Shift in Teaching Strategies in the Synchronous Computer-Mediated Communication Writing Tutoring Environment

Chin-Peng Li

This study investigates how an L2 tutor and tutee engage in video-based synchronous computer-mediated communication (SCMC) English writing tutorials. Conducted at a Taiwanese university, the case study analyzed six SCMC tutorials using Zhang and Zhao's (2024) coding scheme. Results revealed distinct teaching strategies during L2 online writing tutorials, emphasizing "telling" and "building rapport" early, with "praising" strategies later. The tutee shifted from minimal responses to active participation. Findings highlight engagement patterns in video-based SCMC settings.

Prime P104
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Applied Linguistics
For educators of university students

What Are My Values? Effectiveness of a Customized AI Chatbot in an Intercultural Communication Course

Ana Li Zhong, Chengchen Qian, & Shuhan Li

The Introduction to Intercultural Communication course is a content-based course at a transnational EMI university in China. As students often struggle with abstract concepts, teachers created a customized AI chatbot to help them prepare for course review and assessment. This study examines the chatbot's effectiveness in supporting language and content learning, using survey data, interviews, and logs. It aims to provide insights into AI's role in personalized learning and instructional efficiency.

Prime P206
Sunday | May 11th | 14:30
25-Minute Research Paper | CBI
For educators of university students

Promoting Learner Autonomy and Intercultural Communication Competence Through Coil: Japan-Korea Game Creation Project

Hyojung Lim & Elizabeth Lavoette

This study explores the impact of Collaborative Online International Learning (COIL) on learner autonomy and intercultural competence. Students in Japan and Korea collaborated to create digital games aimed at English learners, using English to work independently. Survey results showed significant improvements in learner autonomy and intercultural competence for COIL participants, compared to students in traditional classes. The presentation will discuss the project's successes, challenges, and future plans for expanding COIL's impact on students' learning experiences.

Online
Available at any time | | 24/7
25-Minute Research Paper | Culture
For educators of university students

An AI-Assisted Approach to Teaching English Pronunciations: A Preliminary View on the Assistance of ASR

Chihkai Lin

This paper investigates the use of AI, specifically Automatic Speech Recognition (ASR), to enhance grading efficiency for English pronunciation. Twenty Taiwanese students recorded weather broadcasts, which were transcribed using Speechnotes and graded by CoPilot, with human evaluations for comparison. AI-assigned grades averaged 79.45, significantly lower than human scores of 86.30. The findings highlight AI's potential to streamline grading and provide feedback but also reveal discrepancies with human scoring, emphasizing the need for further refinement.

Online
Available at any time | | 24/7
25-Minute Research Paper |
For a wide range of educators/learners

Teaching L2 Pragmatics in the Age of AI: A Human-Centered, ELF-Informed Approach

Mira Liyanage

This workshop offers practical activities and suggestions for English language teachers to reflect on their beliefs about L2 pragmatics and how they approach teaching it in the classroom. It also aims to enhance their understanding of futuristic ELF (English as a Lingua Franca) pragmatics. Activities in the workshop include group discussions, personal reflections, and the designing and refinement of mini-lesson plans.

Prime P104
Saturday | May 10th | 13:00
80-Minute Workshop | Teacher Edu
For educators of university students

Faculty Needs Assessment to Inform Professional Development: A Case Study

Anna Loseva

This presentation reports on research examining the teaching needs of business faculty in an international university in Vietnam to tailor professional development initiatives. Interviews with lecturers and program staff revealed challenges such as addressing academic integrity, enhancing student engagement, improving internal communication, and ensuring consistency in delivery. Alignment gaps between lecturers' and staff's priorities underscore the importance of needs assessments for designing targeted, evidence-based faculty support to enhance teaching quality and faculty satisfaction.

Prime P205
Sunday | May 11th | 15:00
25-Minute Research Paper | Management
For educators of university students

Exploring Vietnamese English-Major Students' Acceptance and Use of Generative AI in a Translation Course

Bao Dinh Lu

This mixed-method study examined the acceptance and use of Generative AI (GenAI) in translation learning in Vietnam. A questionnaire and semi-structured interview questions were developed based on the AI Device Use Acceptance (AIDUA) model of Ma and Hou (2023). 126 English-major students taking a foundation translation course participated in the study. The findings revealed high acceptance of GenAI among respondents and different usage of GenAI tools upon tasks including searching information, drafting and proofreading.

Prime P206
Sunday | May 11th | 09:00
25-Minute Research Paper | Applied Linguistics
For educators of university students

Proposing a Pre-departure and Post-study Abroad Course to Develop Intercultural, Communicative and Reflective Competencies

Angela Lustre

This presentation highlights the underutilization of pre-departure and post-return study abroad programs through a needs analysis in a Japanese university. Through semi-structured interviews and BEVI analysis, findings indicate the importance of a holistic view of study abroad programs. The analysis emphasizes equipping students with intercultural, communicative and reflective competencies to optimize potential learning outcomes.

Prime P103
Sunday | May 11th | 12:30
25-Minute Research Paper | ESP/ EAP
For educators of university students

Universal Design to Enhance Course Material Accessibility

Phoebe Lyon, Tiffani Blatchford, Rachael Roberts, & Travis Gasaway

This presentation explores the creation of universally accessible ELT materials through Universal Design for Learning (UDL). It highlights guidelines for designing inclusive Google Docs and Slides templates based on research into text style, size, images, layout, and icons. Participants will gain practical insights into fostering accessibility, creativity, and emotional intelligence, ensuring all learners thrive in the evolving AI-driven educational landscape.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Special Needs
For a wide range of educators/learners

Using Gamification to Encourage Vocabulary Acquisition and Digital Literacy With Young Language Learners

Gabriel Macedonio Ledezma

For instructors, the shift to integrate technology in the classroom has been at the forefront of our lessons. While it is essential to promote digital literacy to equip students with the skills necessary for the 21st century, there remains suspicion and reticence when we mention the words "online game." Can instructors provide a forum or platform for growth that keeps students engaged while pooling and collecting data to provide reassurance that academic development is within

Prime P201
Saturday | May 10th | 16:00
50-Minute Workshop | Motivation
For educators of young/very young learners

Feedback-Driven Reflective Learning: Enhancing EFL Presentations With Video and Cloud Technology

George MacLean

This presentation will examine reflective learning assignments that students prepared using (A) near-immediate teacher and peer feedback and (B) videos with visual evidence of where grammatical and presentation errors occurred. Results will use descriptive statistics, open-ended comments, field notes, and a bottom-up analysis of the assignments. Research questions are (1) whether students understood corrective feedback provided, and (2) demonstrated correct knowledge of the linguistic form or presentational behaviour towards which the feedback was targeted (uptake).

Online
Available at any time | | 24/7
25-Minute Research Paper | Research
For educators of university students

The Conference as Professional Development Opportunity: Post-Covid, AI Boom (?), and Future Visions

Wayne Malcolm

Pre-Covid people went to conferences because they had to. Post-Covid people go to conferences because they want to and have the means to. The Covid-19 pandemic required humanity to re-imagine what it means to be online. The goal of this session is to create a dialogue that lends itself to articulating best practices as well as identifying future challenges with defining what it means to go to a conference and develop professionally.

Prime P204
Saturday | May 10th | 16:00
Partner Session: JALT, 25-Minute Research Paper | Management
For a wide range of educators/learners

Engagement, Interaction, and Language Learning in Collaborative Listening

Shaun Manning

We usually think of TESOL listening activities as an instructor playing a recording and students responding to comprehension questions. While useful, such activities neglect the fact that interactive listening provides opportunities for knowledge construction of both language and content. This study investigates two interactive listening activities: collaborative summarizing and dictogloss. It tracks students across four lessons (two dictogloss, two summarizing) and asks: "How do task type, engagement, and group interaction patterns influence learning?"

Prime P102
Saturday | May 10th | 14:30
25-Minute Research Paper | Multiple Skills
For educators of young/very young learners

EFL University Students' Perspectives on English Oral Poster Sessions: Implications for Motivation, Anxiety and Performance

Jessica Marques & Ip Ka I

This study focuses on the use of oral poster presentations in English as a Foreign Language (EFL) university classrooms, aiming to enhance students' speaking and presentation skills. It examines the perceptions of EFL university students regarding these sessions, particularly concerning their motivation, anxiety, and overall performance.

Online
Available at any time | | 24/7
25-Minute Research Paper | Motivation
For educators of university students

Is Less More?: Deep Learning Through Focused Tasks and Reflection

Elizabeth May

In a world overloaded with content and pressure to be productive, education becomes a race through checkboxes. But does this guarantee student development? This session explores reducing output quantity expectations, allowing students more space to develop skills, leading to superior results and enhanced learning. Participants will discuss strategies for structuring limited output incrementally, integrating reflection to deepen engagement and mastery. Educators will explore how streamlining assignments can promote better outcomes and more meaningful learning experiences.

Prime P203
Saturday | May 10th | 15:00
50-Minute Workshop | Materials
For a wide range of educators/learners

Social Emotional Learning (SEL): What Every English Language Instructor Should Know

Bryan Meadows & Lorena Meadows

Attend this 50-minute professional development session to learn how Social Emotional Learning (SEL) concepts can directly benefit your professional well-being in and out of the language classroom. After participating in this interactive session, you will feel confident in discussing (a) some basic principles of SEL, (b) helpful SEL skills for use in navigating challenging classroom situations, and (c) the professional advantages long-term engagement with SEL competencies can bring to all language educators.

Prime P204
Saturday | May 10th | 16:30
50-Minute Workshop | Teacher Edu
For a wide range of educators/learners

Enhancing Student Feedback Literacy and Self-Regulated Learning in IELTS Writing Through AWE and AI

Mengxin Miao

This study investigates how the integration of AWE, teacher feedback, and AI chatbots enhances IELTS writing instruction by improving student feedback literacy and self-regulated learning. 60 university sophomores participated in eight sessions involving writing, feedback, and revision. Data from surveys, writing qualities, and reflective journals showed that multiple feedback sources helped students better interpret and utilize feedback, improving their writing quality and fostering positive changes in their self-regulated learning strategies.

Online
Available at any time | | 24/7
15-Minute Graduate Student Showcase | Writing
For educators of university students

Adding More R and R to Your Lessons: Recording and Reflection

Christopher Miller

This presentation focuses on the presenter's experience of consistently audio or video recording lessons weekly over several months in 2024. The presenter will discuss motivation and initial inspiration and share a lengthy list of perceived benefits derived from video and audio recording of lessons (with subsequent reflection). The benefits will be richly illustrated. This presentation will inform participants of essential dispositions and prerequisites to optimize the opportunities latent in reflection derivied from recorded teacher performance.

Prime P201
Sunday | May 11th | 13:00
50-Minute Workshop | Teacher Edu
For a wide range of educators/learners

Reflective Practice Round Table

Christopher Miller & Anika Casem

This session will include the shared experiences of four teachers in different contexts coming together to participate in a series of shared reflective practice sessions in the fall of 2024. The session will address participants' experiences reflecting on personal teacher maxims (Richards, 1996) and using the five categories of the Cambridge English Teaching Framework in a group setting to perform self-assessment of teacher competencies.

Prime P204
Saturday | May 10th | 13:00
50-Min Rundtable | RP
For a wide range of educators/learners

Bangladeshi Secondary Schools Teachers' Perception of Fostering Creativity in EFL Classrooms

Sayed Milon

This study investigates teachers' perceptions of promoting creativity in English language teaching in Bangladeshi secondary schools. Using Rhodes' 4Ps of creativity, the research focuses on teachers' perceptions of the creative person, process, product, and press. The findings show a variety of perspectives on creativity, which can be useful for future research, teacher education, training, material development, policy measures, and teacher reflection.

Prime P201
Sunday | May 11th | 10:30
25-Minute Research Paper | Creativity
For educators of secondary school students

Escaping the Sandbox: Why Do Mid-to-Long-Term Educational Professionals Leave Korea

Ian Moodie

Why do mid-to-long-term ELT professionals leave Korea? This study considers facilitators and barriers to career progression among 10 former expat ELT professionals in Korea and examines their stated reasons for leaving. While they expressed overall positivity about their experience, ultimately reasons for leaving included a lack of career stability and advancement, wanting to be closer to family, fear of aging out, and not wanting to raise children in Korea.

Prime P205
Sunday | May 11th | 10:00
25-Minute Research Paper | Identity Agency
For a wide range of educators/learners

Encouraging Innovation and Creativity: A Sociocultural Theory View

Muchsonah Muchsonah

An exploratory study of project-based activities during the 2021/2022 academic year revealed students' positive perceptions of fostering creativity and innovation through collaboration, critical thinking, and problem-solving within their Zone of Proximal Development (ZPD). While these activities effectively supported addressing real-world issues and refining innovative solutions, improvements in active participation, communication, and adopting peer suggestions are needed to enhance learning outcomes.

Online
Available at any time | | 24/7
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

Supporting a Student with Visual Impairment in an Academic Writing Course

Andrew Nelson

This Pecha Kucha presentation shares a teacher's experience of supporting a student with a visual impairment. It aims to provide listeners with tested best practices for accommodating these students, especially in a foreign language writing course.

Online
Available at any time | | 24/7
Pecha Kucha | Teacher Edu
For educators of university students

Fostering Self-Reflection Through Metacognitive Strategies in Language Learning Proficiency

Hanh Dung Nguyen & Minh Hung Nguyen

This study explores the role of metacognitive strategies in fostering self-reflection and cognitive awareness among foreign-language learners, emphasizing their impact on proficiency and self-regulation. Using reflective learning journals, classroom observations, and interviews, 160 students engaged in structured self-reflection during reading tasks. Findings show significant improvements in confidence and engagement, particularly among "regular" and "weak" learners. The study underscores the importance of integrating self-reflection into language instruction to promote independent and effective learning practices.

Prime P206
Saturday | May 10th | 17:00
25-Minute Research Paper, Hybrid presentation |
For a wide range of educators/learners

Leveraging Consultancy Protocols to Address Practical Challenges in Teachers' Professional Development

Ho Ngoc Anh Nguyen

In the Vietnamese education system, teachers often face challenges in engaging in meaningful professional conversations. Interactions tend to focus on administrative issues and school-wide events rather than addressing classroom practices in depth. When teachers raise concerns, these issues are frequently downplayed, resulting in surface-level solutions and reinforcing a perception of teachers as passive recipients of advice. This study investigates the application of consultancy protocols as a structured approach to enhance teacher discussions, fostering collaborative problem-solving.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | RP
For a wide range of educators/learners

Combating Teacher Burnout: Harnessing AI Tools for Sustainable Work Practices

Ho Ngoc Anh Nguyen

Teacher burnout is a pressing issue that impacts educators' mental health, job satisfaction, and classroom performance. This interactive workshop explores how Artificial Intelligence (AI) can help reduce workload, streamline administrative tasks, and support teacher well-being. Participants will engage in hands-on activities and live demonstrations of AI tools for lesson planning, grading, and student feedback. The session offers practical strategies to enhance efficiency and creativity, empowering educators to avoid burnout and sustain passion for teaching.

Online
Available at any time | | 24/7
Pecha Kucha | Tech
For a wide range of educators/learners

Servant Leadership in Education: Transforming Classroom Management Through Leadership Principles

Ho Ngoc Anh Nguyen

This Pecha Kucha presentation demonstrates how servant leadership principles can transform classroom management by fostering empathy, trust, and collaboration. Rooted in Robert Greenleaf's Servant Leadership Model, it highlights a shift from authoritative methods to student-centered approaches that promote academic growth and personal development. Through 20 fast-paced slides, attendees will gain practical strategies and real-world examples to build positive teacher-student relationships, enhance engagement, and inspire a supportive classroom culture.

Online
Available at any time | | 24/7
Pecha Kucha |
For a wide range of educators/learners

Embracing Humanity in Large-Scale ELT Assessment in the Age of AI

Jeanne O'Connell

The research explores AI's role in enhancing rater training in ELT assessment. It involves measuring rater reliability and interviewing trainers about training tools. Findings suggest AI, combined with tools like FACETS, can help monitor rater reliability and identify areas for improvement. This can reduce scoring variability and personalize training, ultimately promoting fairer and more reliable assessments.

Prime P104
Saturday | May 10th | 09:00
25-Minute Research Paper | Assessment
For educators of university students

How to Evaluate Writing Assignments in the Era of AI

Toshiko Oda

Is it worthwhile to give writing assignments to students when they can easily rely on AI? How should teachers evaluate these assignments? This study attempts to answer these questions by exploring recent trials conducted by various teachers across Asia and by proposing practical, teacher-friendly solutions. Key strategies include: (1) using writing assignments as preparation for classroom activities, (2) requiring students to submit audio recordings, and (3) conducting formative assessments.

Prime P201
Sunday | May 11th | 12:30
25-Minute Research Paper |
For educators of university students

Listen to Learners' Voices and Needs: New Perspectives in Teaching Pragmatics

Sanae Oda-Sheehan

Raising pragmatic awareness among teachers is the key to promoting pedagogical effort in L2 pragmatics, and guiding them to realize its significance through highlighting learnersâ€™ needs can be the most effective approach. This study reports on interview and survey results among university students who are about to embark on their career paths. The findings suggest they want to learn pragmatics more explicitly to ensure their future success. Teachers, why not listen to their voices?

Prime P203
Saturday | May 10th | 17:30
25-Minute Research Paper | Applied Linguistics
For a wide range of educators/learners

From Reading to Listening: AI for CEFR-Aligned Resource Creation

Sabine Thpaut & Inge Odendaal

This workshop explores the practical use of Generative AI (GAI) to create CEFR-aligned English for Academic Purposes (EAP) materials. Participants will develop EAP audio lectures and comprehension activities, generate scripts, verify CEFR alignment, and produce audio content to supplement reading texts. This session emphasizes hands-on learning. Participants will gain skills in AI prompt engineering, script refinement, and audio customization, enabling them to create innovative, engaging, and adaptable resources for diverse learner needs.

Renaissance R406
Sunday | May 11th | 09:30
80-Minute Workshop | Tech
For a wide range of educators/learners

Students' Uses of AI Literacy Tools: Perspectives Across Four Countries

Rajat Pareek, Mohamed Mahna, Andi Hidayat Thamrin, Spandan Parida, & Rohan Rao

First-person accounts written by students in English-medium university programs in four countries (India, Indonesia, Morocco, and the United States) about their uses of AI programs (especially ChatGPT) were comparatively analyzed to identify opportunities and challenges of the new technology. Participants identified multiple powerful ways that AI helps L2 learners of English in their studies, as well as two potential challenges. Implications for teaching in EFL contexts will be discussed in conclusion.

Prime P104
Saturday | May 10th | 09:30
25-Minute Research Paper | Writing
For educators of university students

Making Our Classrooms Hu-Man (in the Age of AI)

Eunyung (Ellen) Park

Post Covid-19, teachers are dealing with a range of issues related to trauma and its effect on our students. AI cannot offer our students what they really need in this context. This workshop looks at trauma-informed teaching and how we can apply it in our classrooms. All attendees will be expected to participate as we work to empower our learners and make our classrooms a restful sanctuary of peace or "hu-man (- rest-filled)."

Prime P201
Saturday | May 10th | 15:00
50-Minute Workshop | Teacher Edu
For a wide range of educators/learners

Teacher's Professional Development through Reflective Practices in the EMI University in Thailand

Tunyaphoom Phu-ngamthong

This session is for those who are interested in professional development by implementing the reflective practice. The presenter will inform the audience about the application of reflective teaching practices in a Thai university that employs English as a medium of instruction. The findings will be beneficial for educators in the ELT field as they provided benefits and examples of how to implement reflective practices in the class.

Prime P204
Sunday | May 11th | 13:00
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Implementing Applied Linguistics Principles in Language Teaching

Sedique Popal

In this presentation, the presenter will explain how language instructors and content area teachers/lecturers can use and take advantage of the principles of Applied Linguistics in teaching and lecturing. Some of these principles are also related to cognitive psychology and psycho-linguistics. By using these principles, the instructors will make a difference in how much, how well, and how easily their students can learn the new content.

Prime P103
Saturday | May 10th | 13:00
50-Minute Workshop | Applied Linguistics
For a wide range of educators/learners

Online MA TESOL Program at the University of San Francisco

Sedique Popal

In this presentation, the presenter will provide information about the Online Master's Degree and Certificate in TESOL at the University of San Francisco. The following topics are included in this presentation: Courses for the MA Degree in TESOL, courses for the certificate in TESOL, schedule of classes, employment opportunities,cost/Tuition, during/length of the program, Application Process, and a Q&A

Prime P201
Saturday | May 10th | 09:30
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Blind Spot? ChatGPT Assessment of Metaphor Use in Student Spoken Production

Andrew Prosser

This study explores the ability of ChatGPT to identify metaphors in L2 learner language, a key feature of advanced proficiency. Using transcripts from over 80 students, metaphor use was analyzed by ChatGPT and a human rater, with only "moderate agreement" found (Cohen's Kappa). The discrepancy sometimes stemmed from ChatGPT's misreading of literal statements as metaphorical. While ChatGPT demonstrates context-sensitive analysis, further research is needed on how prompt phrasing influences reliability and interpretation in metaphor identification.

Prime P205
Sunday | May 11th | 13:30
25-Minute Research Paper | Other
For a wide range of educators/learners

Rethinking the Reading Instruction for EFL Undergraduates in the Age of AI

Mintra Puripunyavanich

This presentation explores reading instruction in foundation English courses for non-English major undergraduates in Thailand. Data from163 teachers via an online questionnaire and eight interviews revealed a focus on reading comprehension and strategies. Challenges include students limited vocabulary, lack of motivation to read English, low proficiency, reliance on AI tools, and inability to read in English. The presentation highlights implications for enhancing reading instruction in the age of AI.

Prime P205
Saturday | May 10th | 16:00
Partner Session: ThaiTESOL, 25-Minute Research Paper | Reading
For educators of university students

Student Teachers' Acceptance and Readiness for Integrating Generative Artificial Intelligence in Teaching

Xuyan Qiu

This study reports 32 Hong Kong student teachers' attitudes, readiness, and knowledge of integrating Generative Artificial Intelligence (GenAI) into English language teaching. The findings reveal their positive attitudes but lack of sufficient technological and TPACK knowledge and provide suggestions on Teacher Eduucation.

Prime P206
Sunday | May 11th | 14:00
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Empowering Multilingual Identities: The Role of Translanguaging in Identity Positioning

Michael Rabbidge

This study examines how Korean English language students use translanguaging integrating both Korean and Englishto navigate identity, reduce anxiety, and enhance participation in English-dominant classrooms. By leveraging their full linguistic repertoire, students resist monolingual norms, assert their multilingual identities, and improve comprehension. The findings underscore translanguaging's role in fostering inclusivity and emotional well-being, positioning it as a valuable pedagogical approach that supports identity expression and challenges the traditional prioritization of English in educational settings.

Online
Available at any time | | 24/7
25-Minute Research Paper |
For educators of university students

Exploring AI-Driven Pedagogies to Unlock Creativity in Nepalese Language Classrooms

Aananda Rai & Manju Bassnet

Integrating Artificial Intelligence (AI) into classrooms is revolutionizing education worldwide. Despite being one of the least-developed countries, Nepal is working to incorporate AI into education to encourage creativity and innovation. This presentation showcases English language instructors' experience in promoting creativity in AI-driven classrooms and suggests possibilities for its effectiveness. It emphasizes the potential of AI to transform teaching approaches, increase learner engagement, and overcome obstacles to its effective application in the Nepalese education system.

Prime P204
Saturday | May 10th | 09:00
25-Minute Research Paper | Creativity
For educators of secondary school students

Eigo.AI: The AI-Powered 4-Skills Platform for English Language Learners

Paul Raine

This presentation will introduce Eigo.AI, the world's first fully AI-powered platform designed to improve English language learnersâ€™ listening, reading, speaking, and writing skills. Eigo.AI offers interactive lessons on diverse topics such as science, culture, history, and society, with beginner, intermediate, and advanced levels. Learners receive real-time feedback on pronunciation, grammar, vocabulary, and fluency, alongside AI-powered conversation practice. With progress tracking for both students and teachers, Eigo.AI makes English learning more engaging and effective.

Prime P204
Saturday | May 10th | 14:30
50-Minute Presentation | Tech
For educators of university students

The Human-Centered AI Usage Framework: Navigating Innovation and Integrity in Academic Writing

Reece Randall

This presentation explores the development and application of a human-centered AI Usage Framework for academic writing. Drawing from institutional guidelines and practical insights, it emphasizes balancing innovation with ethical standards. Attendees will gain strategies for incorporating AI responsibly, fostering academic integrity, and navigating challenges such as AI over-reliance and proper attribution. The session highlights best practices, including the AI Influence Level scale, and provides actionable recommendations for students, educators, and researchers to optimize AI use.

Prime P103
Saturday | May 10th | 09:00
50-Minute Workshop | Tech
For educators of university students

Mobile Applications for English Language Skills Development Between 2014 and 2024 Years: Systematic Literature Review

Khursana Rasuleva & Makhmutova Alfira

This session explores the role of mobile applications in enhancing English language skills over the past decade. Through a systematic review of recent research, it identifies trends, challenges, and future directions for Mobile-Assisted Language Learning (MALL). Attendees will gain insights into the effectiveness of digital tools in language education and their implications for teaching practices.

Online
Available at any time | | 24/7
25-Minute Research Paper | Other
For a wide range of educators/learners

Unveiling EFL Teachers' Characteristics through the Lens of Thai University Students

Niramon Rattanasongkhroh

This mixed-methods research explores and identifies characteristics of an effective English as a foreign language (EFL) teacher perceived by English majors in one university in southern Thailand. Data were gathered with both quantitative and qualitative data tools. Findings revealed two domains representing the characteristics of an effective EFL teacher, including socio-affective and pedagogical content knowledge. Findings offer practical guidelines for EFL teachers (and probably teachers of other subject disciplines) to improve themselves and their teaching.

Prime P205
Sunday | May 11th | 09:00
25-Minute Research Paper | SJ
For educators of university students

Studying Applied Linguistics and TESOL at Macquarie University

Melissa Reed

Find out about studying Applied Linguistics and TESOL at Macquarie University. We offer flexible Graduate Certificate and Master's courses in beautiful Sydney, Australia or online. Our courses will provide you with an understanding of the complex relationship between language use and context, as well as a strong theoretical and practical foundation in the field of teaching English to speakers of other languages.

Prime P104
Saturday | May 10th | 15:00
50-Minute Presentation | Applied Linguistics
For a wide range of educators/learners

Dialogic Teaching in the AI Era: Fostering Critical Thinking and Collaboration in ELT

Melissa Reed

In an era where AI shapes our world, fostering critical thinking and collaboration in classrooms is essential for preparing students for future challenges. Dialogic teaching creates a supportive, engaging environment that enhances language learning and develops students' 21st Century skills. This workshop explores the speaker's research on dialogic learning in a university setting and demonstrates how to use dialogic teaching in English language teaching for learners of all ages.

Prime P204
Sunday | May 11th | 15:30
25-Minute Research Paper | Other
For a wide range of educators/learners

Pen vs. Bot: Academic Writing in the Era of AI

Victor Reeser, Corrine T. Spencer, Christopher Houghton, Hyunju Kim, & Elizabeth May

This session will discuss the challenges faced by educators teaching academic writing in the ever-shifting landscape of today's language classroom. Educators will share perspectives and discuss teaching practices and strategies to uphold academic integrity while adapting to emerging technologies and the evolving relationship students have with them.

Prime P201
Saturday | May 10th | 13:00
50-Minute Roundtable | Writing
For a wide range of educators/learners

Language Learning Opportunities in a Cooperative Tabletop Game

Robin Reid

With all of the excitement and uncertainty about the rapid development of I.T. and A.I., one might overlook the fact that the modern board game has also been developing and expanding quickly with many new themes and game play mechanics. This study looks at how English language learners facilitate learning while playing the interactive, cooperative board game Pandemic. There will be a discussion of how certain game play features foster greater peer-to-peer learning.

Prime P205
Saturday | May 10th | 15:00
25-Minute Research Paper | Research
For educators of university students

A Repeated, Short Virtual Exchanges Effect on Communication Confidence

Robert Remmerswaal

This presentation follows up on a short virtual exchange (VE), which resulted in students' self-perceived communication competence increasing and communication anxiety (CA) decreasing. These constructs form communication confidence, a subconstruct of willingness to communicate. This presentation explores 15 students who participated in the pilot of the VE and the primary VE months later. Their quantitative and qualitative data indicate that CA is the only construct that benefits from repeating a VE.

Online
Available at any time | | 24/7
Pecha Kucha | Speaking
For educators of university students

AI-Enhanced Board Games: Fostering Motivation, Collaboration and Engagement in ELT

Kieran Rimmer

Board games offer a promising means of enhancing motivation in foreign language education. However, due to limitations surrounding teacher confidence and time constraints, they are often under-utilised in classrooms. This presentation explores how AI can be implemented to create collaborative, engaging board games for English classrooms. It provides practical strategies and theoretical insights for integrating game-based language learning with AI, and its potential adaptations for fostering motivation and emotional intelligence.

Prime P103
Sunday | May 11th | 09:00
15-Minute Graduate Student Showcase | Materials
For educators of young/very young learners

How is Professional Legitimacy Conceptualized in Korean ELT?

Teri Rose Roh & Meerbek Kudaibergenov

This roundtable aims to spark engaging and critical discussions about the question, "How is professional legitimacy imagined or conceptualized in English language teacher education?" This question includes surrounding issues such as how legitimacy is conceptualized in legal regulations for language instructors' recruitment in Korea; what beliefs and attitudes exist in teacher education regarding the professional legitimacy of teachers from diverse backgrounds; and if any employment issues arise as a result of these attitudes and beliefs.

Renaissance R406
Saturday | May 10th | 15:00
50-Minute Dialogue/Roundtable | SJ
For a wide range of educators/learners

Teacher Workshop to Overcome Burnout by Being a Wiser Teacher

Diane Rozells & Annami Jo

This workshop will be tailored to the attendees specific needs to help them to overcome and/or prevent burnout and consequently become wiser teachers in an ever-changing and challenging education climate not only in Korea, but internationally. The workshop will begin with a survey to determine attendees' beliefs about teaching and expectations of themselves as teachers followed by a session on how to become wise teachers that are able to cope better with specific challenges

Prime P203
Sunday | May 11th | 09:30
80-Minute Workshop | Teacher Edu
For a wide range of educators/learners

Exploring the Potential of VR English Lessons for Effective Study Abroad Preparation

Yukie Saito

This study examines VR English lessons to prepare Japanese university students for a one-month study abroad program, focusing on reducing Foreign Language Anxiety (FLA) and improving listening comprehension. Ten students completed six VR-based lessons via the Immerse platform before the program. FLA and listening skills were measured through questionnaires and the CASEC test before and after the VR lessons and after the program. Results and pedagogical implications for VR as a preparation tool are discussed.

Prime P201
Saturday | May 10th | 17:30
25-Minute Research Paper | Tech
For educators of young/very young learners

From Aspiration to Adaptation: A Bourdieusian-Genetic Structuralist Analysis of Study Abroad-in-Practice

Christopher Samuell & Michael Smith

This presentation examines study-abroad perceptions at a Japanese 'Top Global University Project' college through Bourdieu's Theory of Practice. Themes include challenges for returnees reintegrating into Japanese education, the strategic role of international schooling, and globalisation tensions prioritising non-pedagogic interests. Study abroad impacts identity and educational choices, yet global readiness remains paradoxical, constrained by cultural norms and inward-focused education. Findings, resonating with Korea, highlight the need for adaptable internationalisation programs addressing emotional, cultural, and vocational complexities.

Online
Available at any time | | 24/7
25-Minute Research Paper | Other
For a wide range of educators/learners

Unlocking the Potential of AI for Self-Directed Language Learning

Becky Sanchez

AI offers dynamic solutions for enhancing students' language skills, particularly through conversation practice and personalized learning materials, which is particularly useful within self-directed learning contexts. Participants of this workshop will learn how to guide students in using various AI tools to create their own chatbots for convenient conversation practice, design custom materials for vocabulary, grammar, reading, and writing skills improvement using user-friendly prompts, and generate natural-sounding podcasts to enhance their listening skills.

Prime P104
Sunday | May 11th | 09:30
80-Minute Workshop | Tech
For educators of university students

Navigating Loss: An Interpretative Phenomenological Exploration of University Closure

David Sandeman

Calling on Schlossberg's Transition Model and methodologically grounded in Interpretive Phenomenological Analysis, we explore how students, graduates, and alumni perceive the impending closure of a Japanese university, including the rationalization of closures via internal and external stressors, emotional shifts, and proactive strategies. Addressing a dearth of research in this area, our study offers insights into higher education challenges in Japan and similar market-oriented settings, including the Korean Republic.

Online
Available at any time | | 24/7
25-Minute Research Paper | Language Policy
For educators of university students

Using ChatGPT as a Supplementary Tool to Enhance Academic Writing

Akihiko Sasaki & Osamu Takeuchi

This study examined whether Japanese university students improved their thesis writing by incorporating ChatGPT's feedback into later sections. Findings revealed that while lexical and grammatical accuracy improved up to the mid-stages of the thesis, it declined in later sections. However, in the later stages, a broader range of linguistic expressions, previously provided by ChatGPT, was observed. This study discusses the benefits and limitations of ChatGPT as a supplementary tool for academic writing.

Prime P206
Saturday | May 10th | 15:30
25-Minute Research Paper | Tech
For educators of university students

Teacher Professional Development: English Teacher Educators' Perceptions and Experiences

Dammar Singh Saud

Explore EFL teacher educators' perceptions of professional development's vitality and their encountered strategies. Insights from Nepal's university educators highlight evolving English language education needs, emphasizing pedagogical, digital, and research skills. Recommendations empower administrators to cultivate adaptable teaching professionals, meeting diverse learner demands.

Online
Available at any time | | 24/7
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Innovative or Imitative? Examining the Creative Capabilities of AI

Janna Schaeffer & Kym Taylor

This study examines the creative capabilities of AI in educational content, comparing AI-generated and human-crafted English language proficiency test items. Using Boden's computational creativity framework, 25 teachers rated creativity and engagement of question sets produced by humans and AI. The study's findings underscore AI strengths and its shortcomings, challenging the belief that AI can surpass human creativity. They further shed light on the technology's creativity and its application in language classroom and commercial assessment.

Online
Available at any time | | 24/7
25-Minute Research Paper | Assessment
For a wide range of educators/learners

Extensive Reading Motivation Through Digital Choice

Adrienne Lee Seo

This presentation discusses an ongoing research project investigating English language learners' motivation and engagement in extensive reading through digital applications. The study seeks to support engagement and sustain motivation in extensive reading by providing students with digital resources and expanding their selection of reading materials. The presentation will explore the projectâ€™s design and preliminary findings, along with digital tools adaptable to classroom and autonomous learning for primary and university students.

Prime P206
Saturday | May 10th | 15:00
25-Minute Research Paper |
For a wide range of educators/learners

Mastering APA Style Citations and References for Research Reports

David Shaffer

This hands-on, highly interactive workshop aims to introduce to the early-career researcher the proper formatting of in-text citations (narrative and parenthetical) and the most commonly needed reference items (books, journals, and book chapters) following the latest formatting guidelines of APA Style (7th edition). Knowledge of these newest formatting guidelines will also benefit the seasoned researcher. Attendees will gain confidence in formatting in-text citations and reference items to apply to their own research reports.

Renaissance R406
Sunday | May 11th | 12:00
50-Minute Workshop | 101 Workshop Topics
For a wide range of educators/learners

Perceptions of Speechreading Affordance of L2 Videos in an EFL Context

Fang-Yu Shen

Speechreading affordance allows learners to extract linguistic signals from articulatory movements to aid comprehension. This study explores stakeholders' perceptions of the speechreading affordance of L2 videos in an EFL context. Perspectives from in-service teachers, student-teachers, and students are collected to gain a holistic view of the pedagogical value of the articulatory movements in L2 videos. The discussion provides valuable insights into further investigations into how L2 videos with different speechreading affordances can influence language learning.

Prime P104
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Materials
For educators of secondary school students

Emotion Regulation Strategies in Online Classrooms: Teachers' Perspectives

Miori Shimada

This presentation explores how university EFL teachers in Japan address students' negative emotions in synchronous online classes. Using Gross' (2015) Process Model, it examines five Emotion Regulation (ER) strategies teachers may employ, identifying the most commonly used and assessing their effectiveness. The study also investigates factors hindering the use of less common ER strategies and suggests ways to improve their implementation to better support students' emotional well-being during online learning.

Online
Available at any time | | 24/7
25-Minute Research Paper | Other
For educators of university students

Fostering Global Perspectives in World Primary English Education Studies

Miori Shimada

This presentation explores the course Primary English Education Worldwide, designed for Japanese and international students. It emphasizes the growing importance of early English education globally, with a special focus on Asia and Europe. The course combines lectures, group presentations on selected countries' systems, and guest speakers. Students collaborate on PowerPoint slides, evaluate peers, and prepare for a final test. Challenges, slide requirements, and test questions will also be shared and discussed with the audience.

Online
Available at any time | | 24/7
25-Minute Research Paper | ESP/ EAP
For educators of university students

English Education With Dance in a Japanese Primary School

Ayano Shino

This study explores the integration of dance with EFL education at the primary level in Japan. In the study, English lessons collaborated with dance were conducted for third graders in a Japanese primary school. The results reveal that the pupils try to understand English instructions using various clues such as simple English, visual aids, music, body language, etc. Also, autistic pupils try to participate in the lesson, especially showing their interests with digital visual aids.

Prime P205
Saturday | May 10th | 13:00
25-Minute Research Paper | Applied Linguistics
For educators of young/very young learners

Ethical Implications of Artificial Intelligence in Modern Storytelling and Literature

Kumar Shravan

The amalgamation of Artificial Intelligence (AI) into artistic fields has altered how stories are created and comprehended, extending advanced chances and inducing substantial moral establishments. This paper unravels the moral consequences of AI in modern storytelling and literature, aiming at how AI tools, such as language simulations and propagative procedures, induce artistic procedures, genesis, and reader involvement.

Prime P102
Saturday | May 10th | 09:00
Partner session: ELTAI, 25-Minute Research Papers | Speaking
For educators of university students

Developing and Nurturing Students by Reading Books

Nurshash Shugaatai

Junior-grade students translated fairy tales, gaining insights into how people from different countries use stories to discipline children and teach life lessons. They also learned about the historical importance of books in education. The primary goal of this project is to encourage students to develop the right attitude, foster discipline, and understand the role of education in shaping responsible individuals. This will help them build a positive influence on society in the present day.

Prime P204
Sunday | May 11th | 12:30
25-Minute Research Paper | Reading
For a wide range of educators/learners

Emotional Trajectories of Novice Outer Circle Teachers in a Japanese University

Bill Snyder

This presentation explores the emotional experiences of two novice university English teachers from outer circle countries working in Japan during their first year of work. Using data from mood surveys, teacher narratives, and reflective dialogues, the vulnerabilities and resilience of the novice teachers is highlighted. The findings show how collegiality and reflection support teacher resilience in the workplace. Implications for maintaining diverse teacher populations in EFL contexts will be discussed.

Prime P104
Sunday | May 11th | 13:30
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Using Computer-Generated Transcripts to Help Learners Develop Globally Comprehensible English

Katherine Song

Experience teachers can understand our students' English with an exceptionally high degree of ease. Therefore, depending solely on our own ears to evaluate our students' English may be disadvantageous to the students hoping to use English in the real world. An easy objective way to evaluate learner English output is with computer-generated transcripts of their recorded speeches and the presenter plans to share how this technology has been used in her university EFL classes. Using

Prime P104
Sunday | May 11th | 15:00
50-Minute Workshop | Language Assessment 101
For educators of university students

Beyond Language Proficiency: A Comprehensive Mentoring Approach for Korean Students Entering U.S. Study Abroad Programs

Corrine Spencer

This presentation showcases the development of a 14-week mentoring program designed for Korean students with TOEFL scores between 70-80, preparing them for academic and cultural success in the United States. The program included writing and culture workshops tailored for College Writing 1 and weekly mentoring sessions focusing on study skills, self-care, cultural adaptation, and seasonal living. This holistic approach aimed to ease the transition to US higher education.

Prime P206
Sunday | May 11th | 12:30
25-Minute Research Paper | Multiple Skills
For educators of university students

Fashioning the Future: A Makeover for Project-Based Learning Experiences

Corrine Spencer & Elizabeth May

Discover how to redesign your English speaking and listening course with innovative, project-based learning experiences. From solving a murder mystery to redesigning characters to embrace diversity, students will develop critical thinking, collaboration, and communication skills. This workshop explores the challenges and successes of the real-life implementation of these dynamic projects, shares practical insights, and offers discursive opportunities to help attendees adapt these approaches to their classrooms, fostering student engagement and skill development through creativity.

Prime P103
Sunday | May 11th | 14:30
80-Minute Workshop | TBL/PBL
For a wide range of educators/learners

From ChatGPT to Perfect PowerPoint Presentations in Minutes: Materials Development Made Easy

Iain Stanley

This 101 Workshop will walk you through how to create perfect, ready-to-use Powerpoint presentations in minutes. From conceiving ideas in ChatGPT through to finalized Powerpoint presentations that can be used for years, this presentation is suitable for any educator who wants to reduce their time on materials development. No technical experience is necessary: if you can access ChatGPT, you can do this.

Prime P201
Saturday | May 10th | 14:00
50-Minute Workshop | Materials
For a wide range of educators/learners

Using Innovative Virtual Advising to Support Failing Students in EAP

Marshall Stauffer

This study investigates why students fail coursework and explores tailored support for EAP pathway-program students at a Sino-British university. Workshops, face-to-face advising, and virtual support via a VLE improved outcomes, addressing challenges like the timing of summer resubmissions. Student feedback highlights the value of human input, even in virtual formats. Ongoing research supports these findings, confirming tailored interventions' efficacy and emphasizing their relevance for educators in assessment, student support, and VLE implementation.

Prime P206
Saturday | May 10th | 16:00
25-Minute Research Paper | Assessment
For educators of university students

Examining the Use of an Original Student-Generated Content App

Adam Stone

While AI-generated content is commonly used in digital language apps, students are often overlooked as valuable content creators. With this in mind, a moderated smartphone vocabulary app was developed to encourage the use of "Mastery Sentences," contextually and grammatically correct sentences that convey word meaning. The app also collects user interaction data for research, with insights into engagement and learning outcomes guiding future development and uncovering new learning opportunities.While AI-generated content is easily shared through

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Tech
For educators of university students

Content-based English Learning: Using Common Plants as an Example

Jerome Su

As an academic and translator, I have found that a lack of content area vocabulary is a major shortcoming of our students. So, in a globalized world, it is more imperative than ever that the focus in teaching and learning English should be content-based. In this presentation, I'll use as examples some common plants and birds, such as the mugunghwa무궁화 (Hibiscus syriacus), gaenari개나리 (Forsythia koreana), ginkgo은행나무 (Ginkgo biloba), and kkachi까치 (Pica serica, Oriental magpie).

Prime P205
Sunday | May 11th | 15:30
Partner session: ETA-ROC, 25-Minute Research Paper | CBI
For a wide range of educators/learners

Bridging the Gap: Preparing ESL Students for Global Success

Petri Swanepoel & Marte-Meri Bezuidenhout

This dialogue explores the challenges university students face in a globalized world, including adapting to technology, studying and working abroad, and insufficient focus on globalization in the Korean ESL system. Facilitators will guide an interactive discussion on how educators can better prepare students by addressing systemic gaps, fostering critical thinking, and developing intercultural communication skills. Attendees will share insights and gain practical strategies to bridge the gap between education and global workplace demands.

Prime P102
Sunday | May 11th | 13:00
50-Minute Roundtable | Culture
For educators of university students

The Impact of ChatGPT on Writing Performance and Test Preparation

Hiroko Takimura

Learners completed assignments in English about a topic, using ChatGPT for support. Two weeks later, they took the test to write at least 80 words on the same topic. This study focused on learners who wrote essays of over 100 words, not by simply memorizing their assignments, and compared assignments and tests in terms of word count and grammatical errors. Results showed that while assignments were better than tests, learners incorporated revisions before the tests.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Applied Linguistics
For educators of university students

Learning Process Matters: Thai EFL Undergraduates' Needs for Developing a Metacognitive Listening-Speaking Instructional Model

Unaree Taladngoen

This mixed-method research investigated Thai EFL undergraduates' needs for developing the metacognitive listening-speaking instructional model for the English for Working Skills course for Thai EFL undergraduates at a Thai public university. Following the triangulation methodology, it involved three participant groups: Thai EFL undergraduates; Thai EFL teachers; and employers, and three research instruments: an online needs analysis questionnaire; semi-structured interview questions; and classroom observation protocol. The findings informed the development of the instructional model.

Prime P103
Sunday | May 11th | 13:00
25-Minute Research Paper | Applied Linguistics
For educators of university students

Cultivating 21st-Century Skills for Global Citizenship Through Emotional Intelligence and Innovation: A Case Study of a University in Vietnam

Dang Thanh Huong

This study examines how foreign language education at a leading Vietnamese university fosters critical thinking, collaboration, and adaptability to prepare students for global citizenship. Using the 5-step Design Thinking framework, a research-based workshop series addresses skill gaps in AI-assisted research, motivational letter writing, networking, and interview techniques with alumni mentorship and guidance. This initiative offers a scalable model integrating ELT with holistic 21st-century skill development, which aligns with Sustainable Development Goal 4.

Prime P102
Sunday | May 11th | 10:30
25-Minute Research Paper | Multiple Skills
For educators of university students

Not Just Tools, But Partners: AI and Language Mindsets in Higher Education

Sitah Thayati & Ruedeerath Chusanachoti

This study investigates how Thai undergraduate students engage with AI tools in language learning and explores its relationship with their growth mindsets. Survey data from 919 students revealed four dimensions of AI engagement: attitudes, language comprehension support, critical usage, and communication practice. Additional mindset assessments and interviews with a subset of students highlight how AI integration, when implemented with emotional intelligence considerations, can support students' beliefs in their language learning capabilities.

Prime P205
Sunday | May 11th | 09:30
25-Minute Research Paper | Tech
For educators of university students

Toward Meaningful Student-Faculty Interactions in Higher Education

Natalie Thibault

This workshop will explore ways to increase student-faculty interactions in university classes. Discussion, ideation, and knowledge-sharing activities will give participants a chance to reflect on their practices, share insights with peers, and access concrete strategies for better and more frequent student-faculty interactions, benefiting educators as well as learners. Rooted in empirical findings, the workshop is an occasion to increase awareness of students' needs, reflect on best practices, share knowledge, and offer guidance for cross-cultural communication.

Prime P103
Saturday | May 10th | 14:30
80-Minute Workshop | Teacher Edu
For educators of university students

Exploring Multiword Items in Sustainable Development Goals Articles: A Corpus-Based Study for EFL Writing Instruction

Ting-Fang Ting & Irene Cheng

This study explores the role of Multi-word Items (MWIs) in Sustainable Development Goals (SDGs) discourse to enhance EFL learners' writing skills. By analyzing a specialized corpus of 50 SDG-related articles, the research identifies common MWIs, collocations, and phrasal verbs. Findings emphasize the pedagogical potential of MWIs for improving linguistic fluency, raising global issue awareness, and bridging domain-specific language with academic writing in EFL instruction.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Corpus
For educators of secondary school students

Teacher Resilience in the Digital Age: Achieving Balance with Vipassana

Yasoda Tiwari

In my presentation, I will explore the necessity of Differentiated Assessment (DA) as an alternative to Nepal's traditional Holistic Assessment system. Drawing from qualitative insights of secondary-level teachers, Iâ€™ll highlight the disconnect between Differentiated Instruction (DI) and rigid evaluation methods. I will argue that DA offers a more equitable and personalized approach, addressing diverse student needs, reducing failure rates, and enhancing the effectiveness of DI to create a more inclusive educational environment in Nepal.

Prime P205
Saturday | May 10th | 09:00
25-Minute Research Paper | Peace
For a wide range of educators/learners

Thinking Critically, Speaking Critically, Writing Critically

Melissa Tomlins

This research explores differences in how Australian and Chinese international postgraduate students express critical thinking orally and in writing. Students demonstrated strong criticality in oral dialogue but struggled to reflect this in their academic writing, hindered by conventions and plagiarism concerns. Using Facione's (1990) framework, the study highlights writing as a barrier and suggests integrating dialogue in assessments and providing explicit instruction to support students in effectively embedding critical thinking into written communication.

Prime P103
Sunday | May 11th | 13:30
25-Minute Research Paper | Creativity
For educators of university students

Equity and Inclusion in Academic Writing: L2 Student Engagement Through Translanguaging

Thao Tran

This convergent mixed-methods study explored L2 students' engagement in academic writing through translanguaging (TL). Data collected from 113 English majors indicated high levels of emotional, cognitive, and behavioral engagement in academic writing. The findings highlight the potential of TL in promoting inclusive and equitable engagement to L2 students with diverse linguistic repertoires.

Prime P104
Sunday | May 11th | 13:00
25-Minute Research Paper | Other
For educators of university students

Exploring English-Major Students' Perceptions and Practices in Utilizing Artificial Intelligence Tools for Writing Skill Enhancement

Thi Anh Thu Tran & Thi Thu Ngan Dong

This study investigates English-major students' perceptions and practices regarding the use of AI tools to enhance writing skills, involving 100 participants from the Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University. Data collected through a 5-point Likert scale questionnaire indicate generally positive attitudes, with frequent use of AI for translation, grammar checks, and idea generation. The findings underscore AI's potential in advancing writing development and recommend its strategic

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Writing
For educators of university students

Translanguaging Practices in L2 Online Writing Tutorials

Yi-Wen Tsai

This study explores a multilingual tutor's English-Mandarin translanguaging practices in video-mediated English writing tutorials at a Taiwanese university. Using multimodal conversation analysis (MCA) within the teaching/learning circle (TLC) framework, we analyze five Skype video-mediated sessions. The tutor, proficient in Vietnamese, English, and Mandarin, engaged the tutee in text- and sentence -level revisions by employing translanguaging and multimodal resources. Findings highlight how translanguaging supported rhetorical and linguistic knowledge instruction during collaborative text revisions.

Prime P103
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Writing
For educators of university students

Cultural Connections: An Interdisciplinary Project for Global Awareness

Claudia Tumba

This workshop equips educators with the tools to guide students in a global exploration project. Students will research a chosen country and present their findings through interactive booths and informative leaflets. Participants will engage in hands-on activities, such as brainstorming booth ideas, conducting mini-research, and participating in mock interviews. The workshop culminates with a visit to a student exhibition, where participants will provide feedback and engage in a reflective discussion on the importance of cultural

Prime P102
Saturday | May 10th | 17:00
50-Minute Workshop | Culture
For educators of university students

"...And Exhale": Elevating ELT by Incorporating Emotional Intelligence and Well-being Practices in the Classroom

Gabriela Villafradez

Classroom competition and perfectionism often lead to stress, anxiety, and low self-esteem in students. This study explored integrating well-being practices, including yoga, meditation, and aromatherapy, into a 5-week Winter Camp at a South Korean university. Students reported benefits such as improved concentration, reduced speaking anxiety, and better peer communication. Infographics presented include stress levels, holistic exercises, and tools like yoga poses and essential oils. Participants are encouraged to try the practices themselves.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Other
For a wide range of educators/learners

AI and Creativity: Short Story Collaboration With ChatGPT in a Japanese University EFL Creative Writing Classroom

Camilo Villanueva

ChatGPT was used to coauthor short stories in a Japanese university EFL creative writing classroom. Twenty-five, third-year English majors at a university in Japan participated. Students were taught how to write description, dialogue, action, thought, and setting, but utilized ChatGPT for plot. Students were then tasked with writing an original story, without the use of ChatGPT, and were surveyed. It was found that students were more motivated to write original stories without ChatGPT's help.

Prime P102
Sunday | May 11th | 09:00
25-Minute Research Paper | Creativity
For educators of university students

Building Student Relationships for a More Fulfilling Career

KC Washington

Developing relationships outside of the classroom in the age of AI leads to a richer student classroom experience and a more fulfilling work life for teachers. This dual-purpose presentation examines what educators can do to infuse their jobs with purpose while increasing student engagement. This hands-on workshop will explore activities beyond the computer, such as English Conversation & Cocktails events, writing contests, film festivals, and event poster design.

Prime P203
Saturday | May 10th | 16:00
50-Minute Workshop | Motivation
For a wide range of educators/learners

Embracing Humanity Through Collaboration: Student Reflections on NEST/NNEST Team Teaching

Yoshiya Watanabe, Hahee Baek, Chaeeun Park, & Yohan Yoo

Students from Handong Global University (Korea) and Taylor University (USA) embarked on a joint field experience course in Indonesia as part of a TESOL partnership between the two institutions. Students critically reflected on their NEST/NNEST partnership as they developed and taught lessons together in six teaching contexts, culminating with collaborative instruction with Indonesian preservice teachers. This poster will represent student reflections on the NEST/NNEST collaborative experience collected through interview, journal, and survey data.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Teacher Edu
For a wide range of educators/learners

Bridging the Theory and Practice Divide in Pre-Service Language Teacher Education: A Focus on Teacher Educators From In-service Teachers' Vantage Point

George Whitehead

In this research presentation I present findings from a study which investigated 15 in-service Korean teachers' perspectives of the theory and practice divide in Korean pre-service teacher education as well as the expertise they feel teacher educators in the country require to contribute to the development of teachers who are better prepared for an in-service teaching role.

Prime P103
Sunday | May 11th | 12:00
25-Minute Research Paper | Teacher Edu
For a wide range of educators/learners

Whats Wrong with this Picture? Identifying Bias in AI Images

Matthew Wiegand

Students at a large Japanese university used AI image generators online to create a series of images based on a number of prompts. The prompts were based on occupation, income level, and nationality. The images produced from the prompts included a great deal of stereotyping. The students then answered a survey about the images and were asked to comment on bias they perceived. While some students articulated the stereotypes, others said they confirmed their biases.

Prime P102
Sunday | May 11th | 09:30
Partner Session: JALT, 25-Minute Research Papers | Tech
For educators of young/very young learners

Teacher's Beliefs, Attitudes & Challenges: Influence on Blended Learning Approaches in Kuwait

Julian Lee Williams

This study examines the beliefs, attitudes, and challenges of teachers in the English Foundation Program regarding blended learning methodologies through a qualitative design. Utilizing an interpretative phenomenological analysis and the Community of Inquiry framework (Garrison, 2017), it involved six teachers and three coordinators from a private higher education institution in Kuwait. Thematic findings highlight factors affecting the adoption of blended learning strategies and the role of educational technologies in teaching English to higher education

Prime P201
Saturday | May 10th | 17:00
25-Minute Research Paper | Research
For a wide range of educators/learners

Comparative Effectiveness of English Pedagogy of Onsite Classrooms, Online Classrooms, and Work-Integrated Learning

Wichura Winaitham

This study evaluates the effectiveness of three educational approaches for English language learning in Thailand: onsite classrooms, online learning, and work-integrated learning. It examines their strengths and weaknesses in enhancing language proficiency, engagement, and real-world application. Findings highlight that onsite learning fosters interaction, online platforms offer flexibility, and work-integrated methods develop practical skills. A blended approach combining these methodologies is recommended to maximize educational outcomes and address diverse learner needs.

Prime P206
Saturday | May 10th | 13:30
25-Minute Research Paper | Class Mgmt
For educators of university students

Designing a Presentation Rubric for an English Communication Course

Sammy Woldeab, Ryan Felix & Rachel McGee

This presentation explores the development of an oral presentation rubric for an English communication course. The rubric aims to standardize assessment based on six core processes that the course is founded on, along with lecturer feedback. Attendees will gain insight into the rubric creation process, challenges faced, feedback from teachers before implementation, and future directions for further rubric development in this course.

Lobby B1
Sunday | May 11th | 09:00
Poster Session | Assessment
For educators of university students

Does Attendance Still Matter?

David James Woodcock

This workshop investigates the issue of university attendance. After exploring some of the issues concerning falling attendance rates in higher education, it will highlight data from the University of Nottingham Ningbo China (UNNC). Finally, it will touch on some of the predictions and trends for the future, including how AI could be used to analyse attendance data, as well as considering ethical concerns about the collection and use of the data.

Renaissance R404
Sunday | May 11th | 15:00
50-Minute Workshop | Other
For educators of university students

Beyond Teacher Feedback: Guided Peer Review in L2 Writing Classrooms

Alice Wrigglesworth

This hands-on workshop introduces faculty to effective strategies for implementing guided peer review in L2 university writing classes. Drawing from research on student engagement with peer feedback, participants will learn practical techniques for structuring peer feedback activities that promote cognitive development and improve student writing outcomes. The workshop includes step-by-step guidance on training students, sample activities, and culturally responsive approaches. Suitable for teachers new to peer review or those looking to enhance current practices.

Prime P201
Sunday | May 11th | 15:00
50-Minute Workshop |
For educators of university students

Critical Literacy Meets SEL: A Path to Holistic Development

Chi-Chuan Yang

This study investigates the integration of Social Emotional Learning (SEL) into a critical literacy course for tertiary students, promoting holistic development through the interplay of critical analysis and interpersonal growth. Guided by CASEL's (2023) framework, the action research utilized a mixed-method approach to evaluate outcomes. Findings revealed strengths in critical literacy, particularly in issue description and conclusions, along with notable improvement in social awareness, emphasizing SEL's value in enhancing inquiry-based learning and holistic education.

Prime P205
Saturday | May 10th | 14:00
25-Minute Research Paper | Critical Pedagogy
For educators of university students

Evaluating the Quality of AI-generated vs. Human-Expert Designed Multiple Choice Vocabulary Test Items

Hsin-Yueh (Lucy) Yang

This study investigates the quality of AI-generated and human-designed multiple-choice (MC) English vocabulary questions from the perspectives of in-service English teachers. ChatGPT-4o used GSAT vocabulary test items as references to create AI-generated items based on established guidelines. Six raters evaluated randomized test items using six design criteria. The results showed no significant differences in quality scores between the two sources, with contextual cues and distractor plausibility identified as key differentiators.

Lobby B1
Saturday | May 10th | 09:00
Poster Session | Assessment
For a wide range of educators/learners

Investigating the Relationship Between Psychological Well-being and Work Engagement of Foreign English Teachers: A Case of Public Schools in Taiwan

Shan-Min Yang

This study explores the link between psychological well-being (PWB) and work engagement (WE) among 75 Foreign English Teachers in Taiwan's public schools, supporting Taiwan's Bilingual Policy. Utilizing standardized scales, findings revealed high levels of PWB and WE, with a strong positive correlation. PWB significantly predicted WE, explaining 54.9% of its variance. The research highlights fostering PWB as critical to enhancing teacher engagement, contributing insights to bilingual education policy.

Prime P103
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Applied Linguistics
For educators of secondary school students

Effectiveness of Note-Taking vs. Game-Based Vocabulary Activities for EFL Learners

Ying-Zhen Yang

Which strategy is more effective: note-taking or game-based learning? This study investigates their effectiveness among Taiwanese seventh-grade EFL learners using a cluster randomized controlled trial design with approximately 60 participants. Findings indicate that both methods improve short-term vocabulary acquisition, but game-based learning shows superior long-term retention and increased engagement. These results highlight the potential benefits of integrating educational games into EFL curricula to foster a more dynamic learning environment.

Prime P103
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Vocab
For educators of secondary school students

Innovating EFL Learning: Integrating Project-Based Learning Into a COIL Workshop for Taiwanese and Thai Students

Hsuan-jui Yeh & Jeng-yih Hsu

This study examines the integration of Project-Based Learning (PjBL) into a COIL course between 20 Taiwanese freshmen and 10 Thai graduate students in an intermediate-level English course. Following SUNY COIL's four-phase model, mixed teams completed collaborative tasks evaluated by instructors and PjBL experts. Pre- and post-surveys, interviews, and course feedback revealed significant gains in teamwork, intercultural sensitivity, and spoken English, showcasing the potential of cross-national partnerships in EFL learning.

Prime P201
Saturday | May 10th | 09:00
25-Minute Research Paper | TBL/PBL
For educators of university students

The Effectiveness of Chatbots in Non-Transparent Multiword Expressions

Yu-Hsuan Yeh Liu

This study compares text-only and image-generating chatbots for EFL learners' acquisition of non-transparent multiword expressions (MWEs). Both chatbot types improved learning, with image-generating chatbots showing a slight advantage in meaning recognition. Participants valued the chatbots' interactivity and engagement but noted technical issues. Findings suggest chatbots are effective tools for enhancing complex vocabulary acquisition in EFL contexts, offering potential for further development to address challenges in teaching abstract and culturally specific expressions.

Prime P104
Saturday | May 10th | 16:00
15-Minute Graduate Student Showcase | Vocab
For educators of university students

Educators' Perceptions of Multicultural and Diversity Awareness in Elementary Schools in South Korea

Sun Young Park & Kara Mac Donald

Building off an exploration of social change and multicultural education in South Korea (Lee, 2014) as a foundation for depicting the changing classroom landscape, the presenters share the outcomes of case study interviews with a teacher trainer in a university department of Multicultural Education and an elementary school teacher to explore the changing South Korean classroom and its implications to better embrace humanity and the academic, socio-cultural and interpersonal needs for students.

Prime P204
Saturday | May 10th | 14:00
25-Minute Research Paper | Multiliteracies
For a wide range of educators/learners

Satisfaction Degree of English Learning Application for Chinese Learners A Case Study of HUJIANG

Rong Zhang

In this study, HUJIANG applications, the most well known language learning application with the largest number of users in China, is chosen as the target for this investigation. The purpose of this study is to examine Chinese English learners' satisfaction degree in mobile learning and find out their needs in achieving their learning goals. Through the investigation of such issues, application developers can provide better learning experiences for English users.

Prime P201
Sunday | May 11th | 12:00
25-Minute Research Paper | Other
For a wide range of educators/learners

EFL Curriculum Reform and Teacher Preparedness in the Age of AI

Ally Zhou

This panel draws on China's English curriculum reform to examine the curriculum for English Education majors at two top-ranked Chinese normal universities, highlighting gaps in teacher preparation programs in equipping candidates with the expertise needed to use a discourse-based approach for implementing curriculum standards and teaching EFL writing. Attendees will explore how professional development supported by OpenAI's ChatGPT may assist teachers in analyzing target genres, organizing instruction, and fostering ethical AI use in EFL writing.

Renaissance R406
Saturday | May 10th | 09:00
50-Minute Workshop | Teacher Edu
For a wide range of educators/learners

Speaker Biographies

Al Mahmud, Fawaz
College of Science and Arts, Jeddah University, Saudi Arabia
Dr. Fawaz Al Mahmud is an associate professor at the College of Science and Arts, Jeddah University, Saudi Arabia. Specializing in applied linguistics and TEFL, he has 13 SCOPUS-indexed publications and 3 ISI Web of Science papers. His research explores AI applications in English language teaching and innovative methodologies for enhancing learner outcomes.

Al Shahri, Hisham
University of Technology and Applied Sciences, Oman
Hisham Al Shahri is an English language lecturer at the University of Technology and Applied Sciences, Oman. His research interests include educational language teaching technologies, mobile-assisted language learning (MALL), and foreign language anxiety.

Aldanish, Janyerkye
School 32, Ulaanbaatar, Mongolia
Janyerkye Aldanish is from Khovd and has a BA in English teaching from Khovd University. She teaches at Public School 32 in Ulaanbaatar. She was a 2024 Fulbright TEA fellow and is one of Mongolia's U.S. Embassy teaching mentors, and she conducts professional development trainings and workshops. In 2022, she spent a year teaching in Aydin City, Turkey.

Ali, Yeakub
Jahangirnagar University
Yeakub Ali is an education and research manager at EDAS, specializing in curriculum development, educational policy, TESOL, and English language teaching. He holds a master's in ELT from Jahangirnagar University and a higher diploma in TESOL from Arizona State University, USA. He has published research in international journals and has expertise in applied linguistics, digital pedagogy, and teacher training.

Amano, Shuichi
Hiroshima University
Shuichi Amano, an associate professor at Hiroshima University, specializes in second language phonetics, CALL, and bridging theory with practice. His recent research focuses on integrating generative AI, making use of VR platforms, and enhancing students' online class participation, all in the context of language learning. He has over 20 years of experience teaching English in Japan.

Baek, Hahee
Handong Global University
Hahee Baek is a senior at Handong Global University majoring in international area studies and English. She was born in South Korea and raised in Indonesia. She has a bright personality and happy disposition even when things are difficult. Hahee's superpower is to try every food from different cultures, without any hesitation.

Ballod, Janna
Seokyeong University
Dr. Janna Ballod is an assistant professor in the International Business and Languages Department and an executive committee member of the Language and Culture Education Center and Multicultural Studies Center at Seokyeong University. Dr. Ballod majored in linguistics and intercultural communication at Moscow State Linguistic University, in political science and international relations at Yonsei University, and received a PhD in international studies at Hanyang University.

Basnet, Manju
Kathmandu University
Manju Basnet works as an English instructor and the head of the English Department at Khwopa Secondary School/College. It is a community-based school/college run by Bhaktapur Municipality in Bhaktapur, Nepal. Besides, she has been a teacher trainer and IELTS instructor for the past 12 years.

Batdelger, Ariungerel
3rd School of Orkhon
Ariungerel Batdelger is a presenter at KOTESOL's 32nd International Conference.

Bates, Daniel
The Faculty of Policy Studies, Chuo University, Tokyo, Japan
Daniel Bates is an experienced educator with over 15 years of experience teaching English as a second language and sociolinguistics in higher educational institutes in Japan, Thailand, and South Korea. Holding master's degrees in both applied linguistics and English literature, his research areas are varied and include language identity, linguistic landscapes, language assessment, and literary criticism.

Batsukh, Tuyadelger
4th School Uv, Mongolia
My name is Tuyadelger Batsukh, and I have been working as an English teacher at a secondary school in Mongolia for the past 20 years. Throughout my career, I have been dedicated to enhancing English language education and contributing to the professional development of my students and colleagues.

Batsuuri, Bolormaa
Mongolian National University of Education
Bolormaa Batsuuri is a head of the English-German Languages Department at the Mongolian National University of Mongolia. Her specific research focus is on motivating EFL learners.

Beard, Megan
Handong Global University
Megan Beard has lived and worked in Northeast Asia since 2008, focusing much of her time on university teaching. She is TESOL liaison for Taylor University and Handong Global University. Megan's superpower is a high tolerance for the boring, and she loves having the freedom to do the same thing every day, starting with robust cups of coffee and Jeju green tea.

Beck, Jeanne
Iowa State University
Jeanne Beck is a presenter at KOTESOL's 32nd International Conference.

Bezuidenhout, Marte-Meri
University of Ulsan
Marte-Meri Bezuidenhout is an English instructor at the University of Ulsan, with a diverse background in communication studies, PR, and teaching ESL. Currently pursuing an MA in education, Marte-Meri is passionate about the effects of globalization on education and the field of sociolinguistics. Her interdisciplinary experience allows her to identify how global trends and language dynamics shape learning environments.

Bieri, Thomas E.
Nanzan University
Thomas E. Bieri has nearly three decades of language teaching experience, primarily in Japan. He is an associate professor at Nanzan University, responsible for overseeing the Business English Program in the Department of Business Administration. He holds a BA in women's studies (from UC Berkeley), and MAs in applied linguistics (from USQ) and educational technology (from MSU).

Bippes, Brandy
University of Utah Asia
Brandy Bippes, associate professor (lecturer) in Writing & Rhetoric Studies at the University of Utah Asia Campus (UAC) and director of the UAC English Language Lab, has led UAC's EAS 1040 and WRTG 1008 programming since 2019. Her research focuses on international matriculation pathways, scaffolded writing instruction frameworks grounded in SLA principles, and integrating generative AI to support multilingual learners.

Blatchford, Tiffani
Kanda University of International Studies
Tiffani Blatchford works as a lecturer at Kanda University of International Studies. In addition to an MA in applied linguistics and TESOL from the University of Leicester, she holds a certificate in writing studies from the University of Alberta. She is interested in learner autonomy and materials writing for CLIL.

Boonla, Pantipa
Burapha University
Pantipa Boonla is a university lecturer in the Department of Western Languages, Faculty of Humanities and Social Sciences, Burapha University, Thailand. She is currently pursuing a PhD in applied linguistics at the Faculty of Liberal Arts, Mahidol University, Thailand. Her research interests include English language teaching and corpus linguistics. Email: Pantipa@buu.ac.th

Bordilovskaya, Anna
Tokyo City University
Anna Bordilovskaya is a presenter at KOTESOL's 32nd International Conference.

Bradley, Joff P. N.
Teikyo University, Japan
Joff P. N. Bradley is a full professor of English and philosophy at Teikyo University, Japan. His recent publications include Deleuze, Guattari and Global Ecologies of Language Learning (2023).

Breaux, Gunther
Retired
As a professor and author, Gunther Breaux has taught English conversation to Korean university freshmen for 28 years. He's the author of several EFL textbooks and has presented at international conferences in China, Korea, Japan, Thailand, England, and the US. He's in the conversation business. Because nobody gets a grammar test at the airport.

Broxholme, James
Kagawa University
James Broxholme is a lecturer at Kagawa University. His research interests include neurolinguistics, cognitive linguistics, and teacher development.

Busbus, Stephenie Ong
Philippine Association for Language Teaching (PALT)
Stephenie Ong Busbus, PhD, is connected with Saint Louis University as a professor and director of the Office of Global Relations and Alumni Affairs (OGRAA). Currently, she is a community lead for the Online Professional English Network (OPEN) on Inclusive Classroom Design Management Interest Community. She is a lifetime member of the Philippine Association for Language Teaching (PALT).

Casem, Anika
Hankuk University of Foreign Studies Global Campus
Anika Casem has an MA in communication studies. She currently teaches at Hankuk University of Foreign Studies Global Campus. She enjoys the topics of intercultural communication, rhetoric, media, language, and power. She currently researches ways to build better bridges of understanding and communication. She has taught public speaking and English in the US and South Korea.

Chan, Mable
Hong Kong Baptist University
Dr. Mable Chan is a senior lecturer at the Language Centre of Hong Kong Baptist University. Her main research and teaching interests include second language acquisition (SLA) at the interface with language education, and professional/workplace communication. Dr. Chan has published widely in international journals and edited volumes and has authored and co-edited multiple books on SLA and business English.

Chang, Chun-Chia
National Taiwan Normal University
Mr. Chun-Chia Chang is a second-year MA TESOL student at National Taiwan Normal University and an English teacher at a public senior high school in Taiwan. His research interests include computer-assisted language learning, vocabulary acquisition, and second language writing.

Chang, Hsiu-chi Archie
National Kaohsiung University of Science and Technology
Archie Chang is a student pre-accepted to the TESOL program in the Department of English, National Kaohsiung University of Science and Technology. He teaches intensive English courses to high school students and is strong in exam preparation such as TOEIC. His major interests focus on integrating business English into EFL classrooms and how pop songs facilitate English learning.

Chapman, Mark
WIDA, University of Wisconsin-Madison
Mark Chapman is a presenter at KOTESOL's 32nd International Conference.

Cheang, Gabriella Si Weng
Centre for Education Quality Management, Macao University of Tourism
Gabriella Cheang is an English language lecturer at UTM, holding an MA in TESOL from the University of Hong Kong. She has taught diverse ELF learners and served as an academic advisor for the MA (TESOL) program at the University of Hong Kong. Her research interests encompass educational technology and AI, English as a lingua franca, and internationalization of higher education.

Cheng, Irene
National Taiwan Normal University
Irene Cheng is an English teacher and a graduate student in the TESOL program at National Taiwan Normal University. Her work focuses on computer-assisted language learning (CALL) and its application in vocabulary acquisition.

Chin, Tzu-Lin
National Taiwan Normal University
Tzu-Lin Chin is currently a postgraduate student in the Department of English, TESOL program, National Taiwan Normal University. Her research interests include Technology Enhanced Language Leaning and Second Language Acquisition.

Cho, Ahye
Handong Global University
Ahye Cho is a senior at Handong Global University majoring in English and construction engineering. She has lived most of her life in South American countries interacting with people from diverse cultural backgrounds. This experience has given her the ability to connect and understand others, and she loves going on adventures and immersing herself in new cultures.

Chou, Wei-Tsen
National Taiwan University of Science and Technology
Wei-Tsen Chou is a master's student in the Department of Applied Foreign Languages at the National Taiwan University of Science and Technology. Her research interests are English reading, social-emotional learning, and critical literacy. She aims to connect with international scholars through different conferences to enhance the academic rigor of her research interests.

Chowdhury, Subhrajit
Berlitz Japan
Subhrajit Chowdhury is a professional in the field of ESL/EFL education. He holds a master's in TESOL from Soka University, Japan, and is currently working as a language instructor in Berlitz Japan. He has experience teaching at the tertiary and secondary level in Japan. His current research interests focus on CLIL, student autonomy, and PLE.

Chujo, Junko
Tokyo City University
Junko Chujo, PhD, is an associate professor at Tokyo City University. She has over twenty years of teaching experience that encompasses universities in Japan. Her specialized field of study is the development of English pedagogical materials that can be implemented efficiently and effectively in Japanese university classes.

Chung, Mi-Hyun
Mercy University, New York, USA
Dr. Mi-Hyun Chung is a professor in higher education and a doctoral advisor, with extensive experience mentoring K-12 teachers as well as master's and doctoral students, supporting their academic and professional growth. Dr. Chung also serves as the chair of Literacy and Multilingual Studies at Mercy University. Her research interests include teacher education, multicultural education, and multiliteracies.

Chung, Tzu-Chun
National Taiwan Normal University
Chung Tzu-Chun, a dedicated educator, is currently pursuing a master's degree after a two-year working holiday journey and five years of high school teaching. His undergraduate hands-on experience and passion for impacting student lives fueled this decision to enhance his professional knowledge and instructional approaches. His global perspective expands his relevant expertise and further informs his role as both educator and learner.

Chusanachoti, Ruedeerath
Chulalongkorn University
Ruedeerath Chusanachoti is an assistant professor in the Division of Foreign Language Teaching, Department of Curriculum and Instruction at the Faculty of Education, Chulalongkorn University, Thailand. Her research interests include language curriculum and instruction development, speaking and oral communication instruction, out-of-class and autonomous learning, and multimedia and technology for language instruction.

Coomber, Matthew
Ritsumeikan University
Matthew Coomber has been teaching in Japan since 2001 and is currently a professor in the College of Business Administration at Ritsumeikan University. He holds an MA in applied linguistics and TESOL from the University of Leicester. As well as being a regular at KOTESOL, in recent years he has presented at international conferences in Thailand, Singapore, and the UK.

Corks, Daniel
SolBridge International School of Business
Daniel Corks is an assistant professor at SolBridge International School of Business and a long time member of KOTESOL with over fifteen years of teaching experience. He has taught courses on various TESOL skills, job searching, critical thinking, quantitative methods, and digital literacy. He is currently a doctoral candidate at the University of Illinois.

Curran, Nate Ming
The Hong Kong Polytechnic University
Nate Ming Curran is an assistant professor in the Department of English and Communication. He conducts research at the intersection of applied linguistics, media studies, and cultural studies. His work appears in more than 20 international journals, including Applied Linguistics, Media Culture & Society, Journal of Consumer Culture, and Continuum.

Currier, Michael
US Peace Corps, Mongolia
Michael Currier is a Peace Corps volunteer working for these next two years in Mongolia, at Ulaanbaatar's Public School 32. He taught 4th grade and kindergarten for 27 years in Hartford, Connecticut. He has degrees in English, elementary education, and educational leadership. He is excited to be teaching in Mongolia.

Dang, Thanh Huong
Vietnam National University - University of Languages and International Studies
Dang Thanh Huong (Linda) is a student majoring in English teacher education at Vietnam National University - University of Languages and International Studies. She has eight years of volunteering experience to support quality and equity in education for students of all backgrounds in Vietnam. Her research interest is internationalization in higher education and students' preparedness for 21st century skills.

Daniels, Marcel
New York University Shanghai
Marcel Daniels is area head of and senior lecturer in the English for Academic Purposes program at NYU Shanghai. He teaches and designs content-based academic speaking and listening skills courses and sociolinguistics courses in addition to teacher training workshops. His research interests are centered around the assessment of pronunciation and phonology, the stigmatization of "accented" speech, and more.

Davis, Patrick
Tokyo City University
Patrick Davis is a research assistant at Tokyo City University. He conducts research in phonology. He is also a part-time English instructor at Japanese universities.

Diaz, Max
The Hong Kong Polytechnic University
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International University, Vietnam National University, HCMC, Vietnam
Tran Thuy Hang is a full-time lecturer at International University, Vietnam National University HCMC. She got a master's degree in TEFL at Southern New Hampshire University, USA, in 2011. She has sixteen years of experience teaching EFL and EAP. Her research interests include language teaching and learning theories and teaching methodologies.

Tsai, Yi-Wen
Dept. of Applied Foreign Languages, National Taiwan University of Science and Technology
Yi-Wen Tsai is a graduate student in the Department of Applied Foreign Languages at National Taiwan University of Science and Technology. She is now in her second year of the master's program. Besides studying in the graduate program, she also teaches English in cram schools. She is interested in English teaching and is willing to investigate more in this area.

Tumba, Claudia
Chuncheon National University of Education
Claudia Tumba, a former lawyer turned passionate EFL instructor in South Korea, brings over a decade of diverse teaching experience to the table. She has taught at various levels, from primary schools to universities, and is a strong advocate for innovative teaching methods. Claudia has authored the Sounds Clear pronunciation textbook and explored the use of rap in the classroom.

Vigilia Rivo, Mitchellene
Philippine Association for Language Teaching (PALT)
Dr. Mitchelllene Vigilia-Rivo is an education supervisor II at CHED Regional Office I with a Doctor of Philosophy in language education from Benguet State University. A US exchange alumna, she is the public information officer of the PALT; president of the American English Alumni Association of the Philippines, Inc.; and a RELO Manila-certified MOOC camp facilitator.

Villafradez, Gabriela
University of Ulsan
Gabriela Villafradez, an English teacher from the UK, merges her expertise in psychology and applied linguistics with innovative teaching methods. A certified yoga and yoga nidra instructor, she fosters creativity, emotional intelligence, and well-being in ELT. As Busan-Gyeongnam Chapter president, she brings seven years of global education experience to inspire compassion and ingenuity in education at the University of Ulsan.

Villanueva, Camilo
Nagoya City University
Camilo Villanueva is an EFL lecturer at Nagoya City University. He has a DA in English pedagogy from Murray State University and an MFA in fiction from Concordia University, St. Paul. His research interests are in using creative writing and literature in the second language classroom.

Washington, KC
Gyeongsang National University
KC Washington is a novelist, independent historian, and vice president of the Busan-Gyeongnam Chapter of KOTESOL. She has a master's in bilingual education/ESL and reading from the University of Texas Permian Basin and is a contributing writer for BlackPast.org, Medium.com, Democrats Abroad, and various KOTESOL publications. Currently, she is a foreign language lecturer at Gyeongsang National University.

Watanabe, Yoshiya
Handong Global University
Yoshiya Watanabe is a senior at Handong Global University from Japan, studying English and Christian education; he is also participating in the Teaching Education Program (TEP). He enjoys teaching and helping others as an interpreter. His superpower is giving technical support in different situations, both as a sound engineer and for other technical issues.

Whitehead, George
University of British Columbia
Dr. George E. K. Whitehead is a full-time lecturer in the Language & Literacy Education Department at the University of British Columbia (UBC). From 2007 to 2023 he held various language teaching and teacher educator positions in South Korea, most recently serving as an associate professor at HUFS Graduate School of TESOL. His research interests are broadly related to language teacher education.

Williams, Julian Lee
Curtin University
Julian Williams is a PhD candidate in education at Curtin University, where he also earned a master's degree. His research areas include blended learning, ICT in education, teacher beliefs, attitudes, and challenges to classroom practices. His doctoral dissertation in progress investigates the influence of teachers' beliefs, attitudes, and challenges on blended learning approaches in higher education English language classrooms in Kuwait.

Winaitham, Wichura
Kampaeng Phet Rajabhat University, Thailand
Wichura Winaitham is an English lecturer at Kamphaeng Phet Rajabhat University (KPRU), Thailand, and currently serves as director of the Office of Academic Service and Raising Revenue. She earned her PhD in English language studies from Suranaree University of Technology.

Woldeab, Sammy
Kanda University of International Studies
Sammy Woldeab (they/them) is an educator from Canada who is currently based in Japan. They are a lecturer at the English Language Institute at Kanda University of International Studies. Their research interests include language teacher/learner identity, inclusive education, and J-pop.

Woodcock, David James
University of Nottingham Ningbo China (UNNC)
David Woodcock is an English for academic purposes tutor at the University of Nottingham Ningbo, China. He is interested in student attendance and engagement. His additional role as a student engagement officer involves identifying students who are missing classes and ensuring they receive any additional assistance they may need to be successful in their studies.

Wrigglesworth, Alice
George Mason University Korea
Dr. Alice Wrigglesworth is an assistant professor and English program coordinator at George Mason University Korea. A writing specialist with 20 years of teaching experience primarily in Korea, her research focuses on peer feedback in multilingual classrooms, AI in education, and oral history. Her dissertation explored L2 student engagement with peer feedback in online writing courses.

Yamauchi, Yuka
Hiroshima University
Yuka Yamauchi is an associate professor at the Institute for Foreign Language Research and Education, Hiroshima University. Her research specializes in English language education, with a focus on individual differences among language learners and listening skills. While based in higher education, she is particularly interested in language education at the elementary and secondary school levels.

Yang, Chi-Chuan
National Taiwan University of Science and Technology
Chi-Chuan Yang, assistant professor in the Department of Applied Foreign Languages at National Taiwan University of Science and Technology, specializes in critical literacy, interdisciplinary studies, and English language teaching (ELT). Her research explores these areas to advance educational practices. Her teaching emphasizes developing students' competencies through innovative pedagogy, fostering critical inquiry, and integrating theory with practice.

Yang, Hsin-Yueh (Lucy)
National Taiwan Normal University
Hsin-Yueh (Lucy) Yang is a graduate student in the TESOL track at National Taiwan Normal University. Her research interests include computer-assisted language learning (CALL) and technology-integrated language education. She is dedicated to exploring innovative teaching strategies to support educators and enhance students' motivation and engagement in English learning.

Yang, Shan-Min
National Taiwan University of Science and Technology
Shan-Min Yang is a former research specialist of a MOE bilingual project and a master's student at the National Taiwan University of Science and Technology. His research focuses on foreign English teachers' psychological well-being and work engagement. He actively contributes to Taiwan's 2030 bilingual policy through innovative recruitment and educational initiatives.

Yang, Ying-Zhen
Department of English Education, National Taiwan Normal University, Taipei, ROC
Ying-Zhen Yang is a graduate student in Department of English Education at National Taiwan Normal University in Taipei, Republic of China. A formal elementary school teacher, she also has seven years of tutoring experience in secondary education. Her research focuses on the effectiveness of note-taking versus game-based vocabulary activities for EFL learners, and she is eager to share her findings.

Yeh, Hsuan-jui
National Kaohsiung University of Science and Technology
Jim Yeh is a student pre-accepted to the TESOL program in the Department of English at National Kaohsiung University of Science and Technology. His major interests include cross-culture communication, business English, and course design.

Yeh Liu, Yu-Hsuan
National Taiwan Normal University
Yu-Hsuan Yeh Liu is a presenter at KOTESOL's 32nd International Conference.

Yoo, Yohan
Handong Global University
Yohan Yoo is a junior at Handong Global University majoring in English and social welfare. Having lived in three different countries, he can observe and understand individuals from a variety of backgrounds. He enjoys teaching at an English academy and private tutoring. He is open to engaging in meaningful conversation with anyone, even if they are complete strangers.

Zhang, Rong
Nishinippon Institute of Technology
Rong Zhang received her PhD from Waseda University in engineering education. She has been teaching English for more than 25 years in Japan. Her research interest includes English teaching, intercultural communication studies, and the adjustments to globalization in Japan.

Zhou, Ally
Florida Gulf Coast University
Ally Zhou, PhD, is the director of professional and cultural education and a professor of TESOL in the Office of Innovative Education and Partnerships, Academic Affairs, at Florida Gulf Coast University (FGCU). She has served as the principal investigator and project director of FGCU's Fulbright Teaching Excellence and Achievement Program since 2021.

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Members can apply for research grants, represent KOTESOL on a conference grant or travel grant, be considered for our Research Paper of the Year Award or the Reflective Language Teacher Award, and more.

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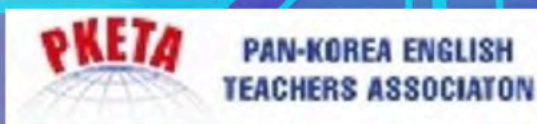## KOREATESOL.ORG/JOIN-KOTESOL
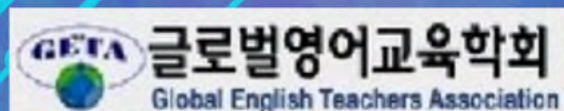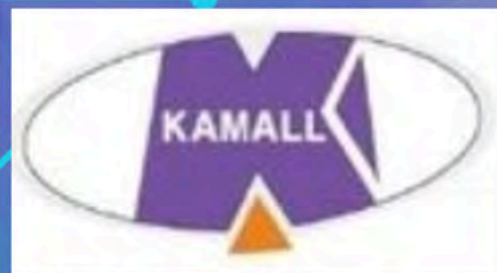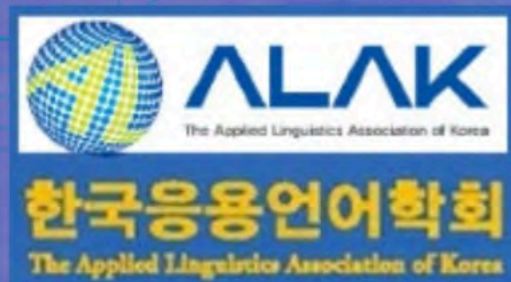
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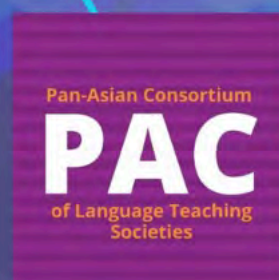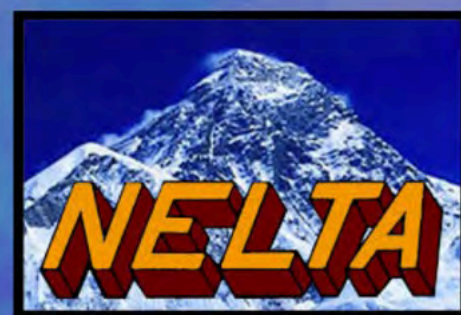
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The 32nd Korea TESOL International Conference 2025

welcomes the representatives of our international partners

Pan-Asian Consortium of Language Teaching Societies (PAC) Partners

Japan Association for Language Teaching (JALT)

Wayne Malcolm

The Conference as Professional Development Opportunity: Post-Covid, AI Boom (?), and Future Visions
Saturday, May 10 – 16:00
Room: Prime P204
Session Type: 25-min research
Format: In-person

Thailand TESOL (ThaiTESOL)

Mintra Puripunyavanich

Rethinking the Reading Instruction for EFL Undergraduates in the Age of AI
Saturday, May 10 – 16:00
Room: Prime P205
Session Type: 25-min research
Format: In-person

Philippine Association for Language Teaching (PALT)

Stephenie O. Busbus & Mitchellene V. Rivo

Literacy Intervention Strategies in Determining Fake News: A Systematic Literature Review
Saturday, May 10 – 16:30
Room: Prime P205
Session Type: 25-min research
Format: In-person

English Teachers' Association - Republic of China (ETA-ROC)

Jerome Su

Content-Based English Learning: Using Common Plants as an Example
Sunday, May 11 – 15:30
Room: Prime P205
Session Type: 25-min research
Format: In-person

Other International Partners

English Language Teachers' Association of India (ELTAI)

Kumar Shravan

Ethical Implications of Artificial Intelligence in Modern Storytelling and Literature

Saturday, May 10 – 09:00

Session Type: 25-min research

Format: Online

Hong Kong Association for Applied Linguistics (HAAL)

Mable Chan

Perceived Leadership Dispositions and Possible Implications in Language Education

Saturday, May 10 – 14:00

Room: Prime P206

Session Type: 25-min research

Format: Hybrid

English Language Teachers' Association of Mongolia (ELTAM)

Bolormaa Batsuuri

Researching Students' English Language Learning Motivation and Teachers' Use of Motivational Strategies

Saturday, May 10 – 15:30

Room: Prime P205

Session Type: 25-min research

Format: In-person

Malaysian English Language Teaching Association (MELTA)

Nur Hidayah Safarudin

Navigating Stage Fright with Emotional Intelligence: Leveraging Quizizz for Engaged ELT in the Swinburne Sarawak English Enhancement Program

Sunday, May 11 – 10:00

Room: Prime P102

Session Type: 25-min research

Format: In-person

When You Need a Break From Sessions

Welcome to the KOTESOL Marketplace

This creative corner of the conference features art, handmade goods, treats, and displays from small (and not-so-small) businesses.We hope you'll take a moment to browse, support their work, and enjoy this special addition to this year's conference!

Welcome to the Special Activities Room

Meet your guides on the path to peace and wellness at the conference.

KOTESOL INTERNATIONAL CONFERENCE 2025
SPECIAL ACTIVITIES ROOM

SATURDAY, 10TH OF MAY 2025

13:00 – 14:00

Calligraphy In Action

Start the afternoon by joining this lively calligraphy workshop with Lisa MacIntyre-Park, owner of 'Lovely Letters by Lisa'. All materials will be supplied.

14:00 – 15:00

Collective Joy

Reconnect with yourself with Cheryl Woelk, co-founder of 'Collective Joy'. She is a featured speaker at the IC 2025, so this a chance to experience her work through different recharging activities.

15:30 – 16:30

Sound Bath

Wind down and calm your nervous system with sound therapist, Aneel, founder of 'Nepal Sounds'. A relaxing experience through singing bowls, gongs, and Tingsha cymbals, to name a few.

16:30 – 17:00

'Moving Art' Exhibition

Immerse yourself in dynamic art. This collective exhibition features artists from Uzbekistan, South Africa, Greece, and Korea-Australia. Explore the artists' homeland and craft through dance, photography, painting, and portraits.

On-site registration will be available on the day of the event.

All activities are free for conference attendees.

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KOTESOL INTERNATIONAL CONFERENCE 2025
SPECIAL ACTIVITIES ROOM

SUNDAY, 11TH OF MAY 2025

10:00 – 11:00

Yoga - Breathwork - Meditation

Start the day with a gentle but energising Hatha Vinyasa flow class. This class is led by the KOTESOL Well-Being and Personal Development SIG facilitator, Gabriela Villafradez.
All levels are welcome. 10 people max.

12:30 – 13:30

Sound Bath

Wind down and calm your nervous system with sound therapist, Aneel, founder of 'Nepal Sounds'. A relaxing experience through singing bowls, gongs, and Tingsha cymbals, to name a few.

13:30 – 14:00

'Moving Art' Exhibition

Immerse yourself in dynamic art. This is collective exhibition features artists from Uzbekistan, South Africa, Greece, and Korea-Australia. Explore the artists' homeland and craft through dance, photography, painting, and portraits.

14:00 – 15:00

Yoga - Pilates

Refuel your day with a dynamic class of Hatha Vinyasa and mat Pilates that challenges strength, flexibility, and balance. This class is led by the KOTESOL Well-Being and Personal Development SIG facilitator, Gabriela Villafradez.
All levels are welcome. 10 people max.

On-site registration will be available on the day of the event.

All activities are free for conference attendees.   ic2025koreatesol.org

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