

# The 29th Korea TESOL International Conference

*More Than Words:  
Teaching for a Better World*

April 30-May 1

April 29: Special Pre-conference Plenary  
Online

<http://koreatesol.org/ic2022>

## Abstracts & Presenters' Profiles

### Featuring:



Meng Huat  
Chau



Tammy  
Gregersen



Anu  
Gupta



Ryuko  
Kubota



Francis Daehoon  
Lee



Staci B.  
Martin



Grazzia  
Mendoza Chirinos



Rebecca  
Oxford



Kurt  
Squire



Constance  
Steinkuehler



Arran  
Stibbe



Nikki  
Ashcraft



Marc  
Helgesen



Luis Javier Pentón  
Herrera & Gilda  
Martínez-Alba



Willy  
Renandya

This booklet contains the Session Abstracts and Presenters' Profiles for the **KOTESOL International Conference 2022**, hosted online through the Edzil.la platform at <https://kotesol2022.edzil.la/> April 30<sup>th</sup> – May 1<sup>st</sup>, 2022, and complemented with discussions through the Discord server dedicated channel.

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## ABSTRACTS FORMAT (Key)

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

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*This booklet is based on information available April 26<sup>th</sup>, 2022. All session schedules are subject to late revision, please check the Edzil.la platform for the latest information.*

## SESSION ABSTRACTS

### MAJOR INVITED / FEATURED SESSIONS

#### **Building A Better World by Breaking Bias: Thoughts for Educators**

Special Pre-conference Plenary

*Anu Gupta*

(Be More with Anu)

4/29/ 7:30 - 9 PM

Synchronous Session

#### ABSTRACT

In this interactive talk, Anu will help participants discern the difference between conscious and unconscious bias, what we would save financially and socially by breaking bias, and the five PRISM tools we can use to break bias. Participants will understand the social and financial costs of unconscious bias in education, practice PRISM tools (BE MORE with Anu's unique, mindfulness-based toolkit for breaking bias), and develop curiosity and a solutions orientation toward breaking bias. Learn more here: <https://koreatesol.org/content/pre-conference-special-plenary>

#### **Enacting Antiracism in Teaching English**

Featured Session

*Ryuko Kubota*

4/30/ 1 - 2 PM

Synchronous Session

#### ABSTRACT

Antiracism in English language teaching is part of the engagement with social justice, a set of principles for establishing individual, societal, and environmental wellbeing. Yet, an explicit discussion of race, racism, and antiracism is often avoided, leaving these concepts inadequately understood. This presentation will bring these concepts to light and invite the audience to critically engage in race-aware discourse and pedagogy. To do so, I will outline key concepts, including the concept of race, different types of racism, intersectionality, and the relationship between race and language. Especially, native-speakerism needs to be problematized in relation to the supremacy of Whiteness as perpetuating raciolinguistic ideologies at interpersonal, systemic, and epistemological dimensions. Becoming aware of these issues will encourage teachers to recognize how race is reflected in teaching materials, pedagogical practices, and institutional structures, and to enact antiracism within a broader engagement with social justice.

#### **A Research-Based, Practical Exploration of Language Teacher Wellbeing**

Featured Session

*Tammy Gregersen*

4/30/ 5 - 6 PM

Synchronous Session

#### ABSTRACT

Although language teacher wellbeing is multidimensional, its elements are dynamically interconnected with all being necessary for thriving personally and professionally. This presentation will explore finding balance in our minds, bodies, emotions, motivations, relationships and the workplace in the present and the future. Research-based and practical, the concepts and activities presented will equip teachers to make choices from a variety of mediations that are most aligned with their own individual circumstances at home and in the classroom.

**Global Citizenship and Capacity-Building for Peace**

Featured Session

*Francis Daehoon Lee*

(PeaceMOMO)

4/30/ 3 - 4 PM

Synchronous Session

**Peacebuilding / Peace Studies / Peace Linguistics****ABSTRACT**

Global Citizenship Education (GCED) aims to be transformative, equipping learners of all ages with the values, knowledge, and skills that reflect and instill respect for human rights, social justice, diversity, gender equality, and environmental sustainability. GCED is competence/capacity-oriented critical learning. It promotes respect for differences and diversity, being socially connected, transforming relationships, critical reflections on identities, skills for critical inquiry and analysis, and questions into underlying assumptions and power dynamics. Learning for peace is to acquire sensitivity of peace; violence and conflict; and capacities for conflict prevention, peacemaking, and peacebuilding.

**Language and Literacy in Online Games and Esports**

Featured Session

*Constance Steinkuehler*

4/30/ 12 - 1 PM

Synchronous Session

Featured/Invited**ABSTRACT**

Video games have emerged as the leading entertainment media among youth, garnering more daily attention and time on task from middle schoolers and teens than homework. Due to their time demands, games are often positioned in competition with literacy and learning rather than part of it, but what if games were instead a hook to get kids reading in situated, interest-driven ways? In this presentation, I review more than a decade of empirical work on the relationship between video games play and literacy. From fan fiction writing to reading textbooks as a way to “cheat” the system, games recruit print text in multiple ways as a natural everyday part of digital play. Here, I review the quantity and quality of reading in relation to games, how writing is positioned online as another form of gameplay, and the role that interpersonal communication plays in successful esports competitions.

**Learning Language Through Games**

Featured Session

*Kurt Squire*

5/1/ 12 - 1 PM

Synchronous Session

**ABSTRACT**

Much attention has been made about how games can improve education and learning. With all of the attention on 3D games, we often miss opportunities to use lower impact technologies. Language in particular can be facilitated by role-playing games. This session compares the design of several games, À some on mobile devices, some on computers, and some face-to-face, À to suggest new models of learning through games. Participants will gain a better understanding of the key issues in designing learning experiences with games, including specific design features and techniques they can use.

**Teaching and Researching for an Inclusive World: Ecojustice, Personal Power,  
AND Changemaking**

Featured Session

*Meng Huat Chau*

5/1/ 3 - 4 PM

Synchronous Session

**ABSTRACT**

An inclusive world emphasizes acceptance, respect, and appreciation of diversity. In this talk, I present the case for action by language educators and researchers to build an inclusive world. The first part of the talk discusses the powerful role that educators and researchers can play in changing mindsets, bringing about practical action, and transforming research and teaching practices. This discussion takes place through an exploration of the notions of ecojustice, personal power, and changemaking. The second part of the talk considers a number of challenges in promoting and enacting inclusion based on ecojustice considerations. I shall suggest that while it is often thought to be impossible to change large-scale educational and social practices, it is always possible, though admittedly not easy, to change our individual behaviors. It is at this personal level that educators and researchers, I argue, can create meaningful and impactful changes, changes that can encourage and inspire students and colleagues to take personal and group action that correspondingly contributes to institutional and systemic transformations. All this is for a more sustainable, more just world for the billions of fellow humans facing poverty and discrimination in different arenas of daily life, and by extension, for our fellow animals and our Mother Nature as a whole. There is a lot of darkness in this world, as Jane Goodall (2021) reminded us recently, “but our actions create the light.” Some examples based on personal experience (of action, not darkness!) are provided, and the relevance of this experience to the points raised is discussed.

It is within this broad frame that I wish to consider the theme of the conference: Teaching for a Better World.

**Teaching Language, Teaching Peace: Bridges to a Better World**

Featured Session

*Rebecca Oxford*

4/30/ 10 - 11 AM

Synchronous Session

**Peacebuilding / Peace Studies / Peace Linguistics**

**ABSTRACT**

Teaching language and teaching peace are linked because both are bridges to a better world. What do people want most in Daegu, Delhi, and Denver or in Busan, Berlin, and Buenos Aires? What is the greatest hope in Gwangju, Guatemala City, and Gaza or in Mokpo, Manchester, and Mumbai? All over the world, we need and hope for peace. Rebecca Oxford defines peace as harmony and explains that it has at least three broad purposes: (a) to calm our minds and hearts, and give us a sense of well-being (inner peace, or peace with oneself); (b) to develop friendship, loving appreciation, and social justice in relationships with individuals, groups, countries, and cultures (social peace); and (c) to care for and enjoy Mother Nature’s wildlife, water, land, sky, and planets, and realize that nature supports our very lives (ecological peace). In short, peace involves caring for ourselves, others, and our environment.

How can we do this? Martin Luther King, Jr. said that peace requires working productively to harmonize conflicting perspectives, while Elise Boulding stated that peace demands imagination and love each day. Purposes and methods of peace are part of Oxford’s Language of Peace Approach (LPA). The LPA helps teachers integrate peace activities into teaching EFL or other languages, resulting in students’ greater language practice and competence, increased interest in peace, and stronger peacebuilding abilities. Teachers can benefit by developing their own peacebuilding skills while teaching students! Rebecca illustrates ways to weave inner peace, social peace, and ecological peace into language education, thus creating bridges to a better world. For instance, inner peace can be fostered

by affirmations, mindfulness, deep breathing, and listening to music. Social peace depends, in part, on basic verbal communication strategies, nonverbal communication tools, and a simple, nonviolent communication process. Ecological peace is aided by forgetting responsibilities for a moment, walking outside, noticing colors of nature through the Rainbow Walk, and writing about how nature takes care of us and how we can take care of nature (Oxford, Olivero, Harrison, and Gregersen, 2021). The session closes with words from and pictures of important peace role models from many cultures, "À people who have built bridges to a better world through peace and through language. This session also offers insights to people who are not teaching but are seeking ways to bring peace more fully into their hearts, their relationships, and the environment. All of us can be peacebuilders.

### **TEFL, Culture, and Environment: From Analysis of TEFL Textbooks to Inclusive**

#### **Pedagogy**

Featured Session

*Arran Stibbe*

5/1/ 5 - 6 PM

Synchronous Session

#### **ABSTRACT**

This talk analyses TEFL textbooks with environmental themes that were written in the UK and US for use in Japanese universities. The shallow environmentalism of the textbooks, which treats the natural world as a resource and fails to address consumerism, is contrasted with the deep ecological wisdom embedded in traditional Japanese culture. The talk concludes with a discussion of how TEFL teachers can inspire students to draw from their traditional culture and express its ecological wisdom in English rather than just being expected to absorb and repeat western environmental perspectives.

### **The Power of Collaboration: Building Networks, Connecting Educators**

Featured Session

*Grazzia Mendoza*

4/30/ 11 - 12 PM

Synchronous Session

#### **ABSTRACT**

Collaboration is at the core of professional growth. As we engage in collaboration, we are promoting negotiation of personal and professional goals, and embarking on the journey itself. Collaboration can include sharing, exploring, and supporting; this results in creating new learning experiences for educators that translate into the best experience in the classroom. This presentation will describe how collaboration contributes to build networks and bridges of professional development, how it serves the purpose of creating engaging lessons, promoting collaborative research, and leading projects as well as building trust. It will provide examples of collaboration among teachers for teaching and professional development. Participants will leave with a set of examples and ideas that can easily be adapted to their own contexts, considering their own realities.

### **ELT Professionals for a Better World: Lives of Leadership and Service**

Invited Panel

*Joo-Kyung Park, Sterling Plata, Yilin Sun, Kyungsook Yeum, Ilene Winokur*

4/30/ 2 - 3 PM

Synchronous Session

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

#### **ABSTRACT**

In this 50-minute panel discussion, five esteemed female leaders in ELT, all nearing the end of their formal careers in education, will reflect on their respective paths. They'll share stories of their growth as educators and leaders; look back on the decisions, motivations, and

inspirations that shaped them; consider their own impact, including how their life's work has contributed to improving the world; and offer thoughts, insights, and suggestions for future generations of leaders seeking to make their own mark in education, and on the world.

**Cultivating Connections in Our Classrooms and Communities**

Invited Session

*Nikki Ashcraft*

5/1/ 11 - 12 PM Synchronous Session

**ABSTRACT**

Humans are social beings, yet many of our interactions with others are superficial and transactional in nature. Research across many disciplines shows that it is our relationships that sustain us and make our lives meaningful. In the field of education, strong relationships improve learning outcomes, support learner persistence, and reduce teachers' feelings of burnout. This session reviews the qualities of positive relationships and ties together the different lines of research that converge on the essential role of relationships in the teaching and learning process. Participants will learn pedagogical practices and social strategies to foster relationships among students, between teachers and students, with residents of the local community, and with colleagues in our profession, whether those encounters take place face to face or virtually.

**Practical Tips to Grow Your Teaching, Research, and Service Impact**

Invited Speaker

*Willy A Renandya*

4/30/ 4 - 5 PM Synchronous Session

**ABSTRACT**

Work in academia is increasingly assessed in terms of whether and to what extent it has important impact on three areas: teaching, research, and service. Our teaching is considered impactful when, for example, it results in deep and durable learning and helps students apply what they have learned in their future work. On the research front, our research is considered to have impact when, for example, it provides new insights and perspectives, and when our research findings find application in and outside the classroom. In the same vein, our service is impactful when, for example, we reach out to teachers and support them in their professional development efforts through in-service workshops. In this presentation, I first define what impact is and what it means for teaching and research faculty. I will then offer tips and suggestions on how they can increase the impact of their work and make their teaching research and service impacts more visible at the institutional, national, and international levels.

**The Science of Happiness (Positive Psychology) in Your Classes and Your Life***Marc Helgesen*

Invited Speaker

5/1/ 2 - 3 PM Synchronous Session

**ABSTRACT**

Positive psychology -- some people call it "The Science of Happiness" -- is the study of positive emotion -- the things that make life worth living. This workshop will explore ways we can use positive psychology activities in our English classes. There are many reasons to do this, not the least of which is this: happy students work harder and learn more. We'll explore some basic positive psychology activities and principles, things we can use in our teaching and in our own lives. These ideas let us teach English in ways that are far deeper, more meaningful and memorable than the typical textbook fare. We will look at ways to "savor" the good things in our lives. We'll also look at Time Confetti -- the idea that our free time too often seems to be broken into tiny bits, each too short to get anything worthwhile done. But if we are

aware of the idea, we can be ready to make good use of the time. All activities will be based on positive psychology research. Online handouts, resources, and research links will be provided so you can use the ideas in your classes, and in your life.

### **Preparing English Language Teachers for Social-Emotional Learning** Invited Speakers

*Luis Javier Penton Herrera, Gilda Martinez-Alba*

5/1/ 9 - 10 AM Synchronous Session

#### **ABSTRACT**

Social-emotional learning (SEL) is a teaching approach that focuses on the core affective skills (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) necessary for individuals to be healthy, successful, and responsible. SEL has gained much attention in the field of education in the last 20 years; however, it is only now that English language teaching (ELT) is beginning to embrace it. In this presentation, we propose SEL as a vital practice in ELT. To do this, we first introduce and define SEL, situating it within the ELT field. We then share findings describing the positive effects of SEL in ELT classrooms for both teachers and students at different grade levels. We end the presentation by providing detailed examples of how to incorporate SEL in K, 12, adult, and higher education/teacher preparation classrooms.

### **The 10 Myths of English Language Teaching and Learning** Invited Second Session

*Ryuko Kubota, Youngeun Jee*

4/30/ 11 - 12 PM Synchronous Session

#### **ABSTRACT**

This workshop introduces our new book (영어교육에 대한 10 가지 환상, 10 Myths of English Language Teaching and Learning; 2021, 글로벌콘텐츠/Global Contents), which is a Korean translation from the Japanese version with annotations that address similar issues in South Korean contexts. The primary purpose of this book is to question common beliefs about English language teaching and learning in Japan and South Korea. These beliefs have been pointed out as problematic by scholars in applied linguistics in the West during the last 30 years or more, but they have continued to be supported to date by teachers, parents, policymakers, and other ordinary people outside of academia. Many of the ideas presented in the book invite readers to rethink taken-for-granted ideas about what the best approach to teaching and learning English is. The audience will be invited to gain renewed knowledge and ways of thinking that would contribute to linguistic and human diversity and equity.

### **Transformative Pedagogies for Peace Education** Invited Second Session

*Francis Daehoon Lee*

PeaceMOMO

5/1/ 4 - 5 PM Synchronous Session

#### **Peacebuilding / Peace Studies / Peace Linguistics**

#### **ABSTRACT**

Transforming pedagogies in peace education will bring about a surprising transformation of learners and facilitators together. Learning in which the stories and experiences of the participants' lives are central will create truly participatory processes. Mutual learning through and beyond dialogues, exchanging what body and mind promptly capture and convey will create a dialogical, mutual learning. Creating step-by-step "aha!" moments through theatrical, musical, drawing, mime, and other types of activities that arouse all six senses will transform education into artistic and cultural representations of the learners'



lives. Creating and testing together new things and thoughts, acts and interpretations, with question-posing and detail-observing will form a critical way of learning. The pedagogy of estranging involves drawing distance with the familiar, inviting and facing the unfamiliar, to raise and respond to deep questions about oneself and the surrounding world.

**Exciting EFL-Peace Activities for a Better World: Strengthening EFL Competence and Fostering Peace**

Invited Workshop Session

*Rebecca Oxford*

5/1/ 10 - 11 AM

Synchronous Session

**ABSTRACT**

In this time of COVID, strife, and confusion, it sometimes seems like the world is shattering. What the world needs now is peace. The workshop leader, Rebecca Oxford, is a peace author, language teacher educator, and former teacher of foreign languages and her home language. The workshop begins with a short process of humor and peace. Rebecca then reminds participants of three kinds of peace: (a) peace of mind and heart (inner peace, or peace with oneself); (b) peace with other individuals, groups, countries, and cultures (social peace, or peace with others); and (c) peace with Mother Earth (ecological peace, or peace with nature).

Following this, brief activities from at least two of the three kinds of peace will be presented, with workshop participants involved. The group will discuss what they saw and how language and peace worked together in these activities. Next, Rebecca shows how to adapt rather easily part of a textbook chapter to incorporate peacebuilding activities. If you are an EFL teacher, the workshop will show how you can easily integrate exciting, motivating EFL peace activities into your regular teaching without necessarily changing the curriculum in any major way. Weaving peace activities into the language class gives students more language practice, more motivation for communicating, and fresh concepts about developing “peace with a purpose.” If you are not teaching a language but are a teacher educator, supervisor, curriculum developer, administrator, graduate student, or parent, you can participate equally in the workshop from your own perspective. Workshop participants will receive free material: descriptions of many peace activities, some with photos; a list of relevant resources; and contact information for people who would be willing to serve as mentors or guides for you. Come to our peacebuilding workshop for a taste of joy, peace, and new ideas!

**How to Create Engaging Lessons in Virtual Contexts**

Invited Workshop Session

*Grazzia Mendoza*

4/30/ 10 - 11 AM

Synchronous Session

**ABSTRACT**

The virtual world has come to stay. Usually engagement is one of the challenges educators face in the virtual setting, plus access to tools depending on the varied contexts. This session will explore different virtual tools that can be used to promote engagement during professional development. Participants will leave with ideas on a variety of tools and activities that can be easily adapted to any teaching context.

**Pedagogy of Compassion and Service Learning**

Partner Association Session (ELTAI)

*Heemal Bhat*

4/30/ 12:30 - 1 PM

Asynchronous Session

Research Paper (25 mins)**Reflective Teaching Practice**

## ABSTRACT

Education gets its purpose when it nurtures human values of warm-heartedness and compassion. Focussing on transforming an individual from a human being to a state of being human, the research talks about various approaches that teachers adopted to practice pedagogy of compassion which found solace when remote learning came to everyone's rescue during the stressful circumstances born out of unprecedented times. The research suggests various ways that promoted independent learning and a culture of inclusivity to develop humane qualities in students during the pandemic. It talks about experiences gained by students in developing a mindset for service learning and reaching out to the community. Meeting a goal of bridging compassionate pedagogy and service-learning, the research also talks about tenacity and resilience imbibed by the students consistently while making a worthy connection with all. The research suggests that reflective learning played a vital role in shaping up students as empathetic beings.

*Keywords: Humane approach, Pedagogy of compassion, Reach out, Inclusivity, Bridging learning gaps.*

**The Impact of ESP on Student Development**

Partner Association Session (ELTAM)

*Narantsetseg Ravjaa*

5/1/ 1:30 - 2 PM

Synchronous Session

Research Paper (25 mins)**English for Specific/Academic Purposes**

## ABSTRACT

The field of English for Specific Purposes (ESP) addresses the communicative needs and practices of particular professional or occupational groups.

The study examined the potential for influencing student development through the ESP-310, a special English course at the School of Business Administration and Humanities at the Mongolian University of Science and Technology.

The study identifies the learning environment, teacher-student relationships, teaching materials, and teaching methods as important factors in student development. In addition, a survey of students who took the course was conducted to consolidate the results. This study shows that business English can have a positive impact on student development.

*Keywords: foreign language, methodology, learner, the right person, the right specialist, teamwork.*

**Unpacking Global Competence as a Guiding Philosophy**

Partner Association Session (JALT)

*Wayne Malcolm*

5/1/ 11 - 12 PM

Synchronous Session

Workshop (50 mins)**Critical Pedagogy/Perspectives**

## ABSTRACT

This talk will be about unpacking the concept of global competence as a defining philosophy that can guide our professional practice and even personal life. As a species, we search for ways of understanding our circumstances so we can define our existence and find ways to evolve our relationships. I will provide definitions and interpretations of global competence, and how they apply to not only classroom practice but also what we hope

students carry forward into their post-formal education lives. Questions I will explore are: What are the characteristics of a sufficiently globally competent person? Is our global competency measurable? How can we incorporate this philosophy into our teaching practice? Is this a suitable life philosophy? Participants should leave with an understanding of global competence and how it can apply to their context.

Keywords: *Global Competence, Classroom Practice, Philosophy*

## **SPECIAL INTEREST GROUPS SESSIONS**

### **Overcoming the Limitations of COVID-Affected Classes Through Educational Technology**

KOTESOL MCALL SIG

*Victor Reeser*

4/30/ 4 - 5 PM

Synchronous Session

Dialog/Roundtable (50 mins)

**Teacher Education / Professional Development**

#### ABSTRACT

COVID-19 has left a lasting impact on education. Shifting between offline and online classrooms midcourse, faculty and student attendance issues, and ever-changing schedules are just a few of the many problems educators and students have had to cope with. The goal of this round table discussion is two-fold: to share our experiences to get a better understanding of the issues we face and to discuss resources we can use to overcome these challenges.

The discussion will be moderated, and all attendees are encouraged to prepare at least one challenge they have faced in their classes this past year. They are also encouraged to prepare a brief, two-minute presentation of an app, website, device, or other tool that has enhanced their students' learning. Educators of all subjects and grade levels are welcome to attend.

### **Social Justice and the Future of English Language Teaching in Korea**

KOTESOL Social Justice SIG

*Conor O'Reilly, Jocelyn Wright*

4/30/ 11 - 12 PM

Synchronous Session

Dialog/Roundtable (50 mins)

**Social Justice Issues**

#### ABSTRACT

Defining social justice and critical education in Korean ELT as a starting point, audience members will be invited to frame this in the Korean context of English language teaching. Significant issues will then be brought forward which directly relate to the benefits or disadvantages of English language education and the broader sector as it exists in Korea in 2022. This will be a largely interactive session where participants shall be encouraged to post questions and comments on a online platform and to engage in conversation in the live session. The ultimate objective shall be to attempt to approach a consensus through dialogue on the purpose of critical education and social justice to English language teaching in Korea.

*social justice, critical education, ELT, Korea, lived experience*

**GRADUATE STUDENT SHOWCASE****Comparative English-Learning Experiences: The Case of North Koreans in the United States***Holly Kuyper*

5/1/ 10 - 12 PM

Synchronous Session

Graduate Student Showcase**Motivation / Identity / Agency****ABSTRACT**

The research regarding the English-learning experiences of North Korean refugees is small yet expanding. However, current studies have focused almost entirely on North Koreans located in South Korea. This presentation will report key findings from a case study of six North Koreans living in the U.S.A. Results will be compared with current literature and explore differences among those who studied English in South Korea versus in the United States. Focal points will include the importance of learning English in relation to the participants' goals, how those goals varied among students in both countries, and suggestions that the participants made in reflection to their learning experiences, both in the classroom and among peers. Attendees can expect to come away with practical considerations for refugee students they may encounter in a post-secondary English classroom as well as an enhanced awareness of the needs of North Korean refugees, including questions for further research in the field.

*North Korea, refugees, motivation, informal learning, adult education, post-secondary education, United States*

**Comparing Syntactic Complexity and Lexical Complexity in Two Modes of CMCs***Shiroyama Tomotaka*

5/1/ 10 - 12 PM

Synchronous Session

Graduate Student Showcase**Technology / Online Learning / CALL / MALL****ABSTRACT**

In EFL teaching, the main goal for learners is to be able to communicate with a wide range of people. Tragant et al. (2020) argue that many learners have limited opportunities to use English outside of the classroom. According to Hagley (2020), "EFL often became an academic activity with few chances to use English in real-world communicative events." To address this problem, this study examined whether two different types of social network communications have the potential to promote "real-world communication" in a university context. The results indicated that online interaction can contribute not only to improving students' language skills but also to promote authentic language use outside EFL classrooms.

*TBLT, CMC, Virtual Exchange*

**Improving L2 Learners' Spoken English Proficiency in Mainland China***Yihan Xu*

4/30/ 2 - 4 PM

Synchronous Session

Graduate Student Showcase**Speaking / Conversation / Pronunciation****ABSTRACT**

English is seen as a foreign language in Mainland China, which means that the Chinese do not use English to communicate in daily life. Most schools pay more attention to English reading and writing competency to help students get a high score in Gaokao. However, English, as a word language, should not only be seen as a tool to get a high score, teachers should recognize the importance of applying English, especially oral English, in modern society.

The lack of practicing oral English makes L2 learners be dumb English users. Graddol (2012) shows that only 7% of L2 learners “often” use English and the L2 learner’s oral English proficiency is low. To improve L2 learners’ oral English, teachers can use more original materials, like English TV shows or Youtube videos, to improve L2 learners’ motivation and interests. Besides, new technology, like transcribing, can be applied during oral English teaching.

*Oral English proficiency, Transcribing, Learning materials*

### **Mobile Game-Based English Vocabulary Learning App: A Study of Learning Outcomes of First-Graders**

*Junjie Shen*

4/30/ 2 - 4 PM

Synchronous Session

Graduate Student Showcase

**Vocabulary**

#### **ABSTRACT**

Although game-based apps for memorizing words are widely used in regular life, there is little empirical evidence that it has an impact on students’ academic learning. This study sought to ascertain whether English apps using mobile games would have a motivating effect on first-grade elementary school students’ English word learning. For this purpose, a pretest and post-test were conducted for students. And two groups of 40 first-grade elementary school students underwent a four-week experiment. One group of students was the experimental group that learned vocabulary by using the mobile game-based app; the other was the control group, where students learned with traditional paper word lists. The conclusion is that the mobile game-based vocabulary learning app motivates students to acquire vocabulary and is more easily for students to memorize than utilizing the traditional teaching method.

*Game-based vocabulary learning, Motivation, Language learning, EFL, Mobile learning*

### **Poetic Transcription in Narrative Data Analysis: A Study of EFL Teachers in Indonesia**

*Rahmila Murtiana*

5/1/ 11 - 11:30 AM

Asynchronous Session

Graduate Student Showcase

**Research Methodologies & Approaches**

#### **ABSTRACT**

One of the art-based research practices which can be adopted for qualitative research is poetic inquiry. A number of qualitative researchers have found poetic inquiry a beneficial method to illuminate aspects of the human condition and experiences. In this presentation, I will share how I adopted poetic inquiry in my current doctoral research which explored the lived experiences of EFL teachers in Indonesia as they entered their early career. I will demonstrate how I created poems from the narrative data/interview transcripts. One of the emerging themes was the struggles of the EFL teachers as they transitioned into online teaching. Through poetic transcription, the voices and emotional dimensions of participants,Äö experiences could be strongly represented. I suggest that poetic transcription strategy be adopted by researchers who wish to look at their data from a new perspective.

*poetic inquiry, poetic transcription, EFL teachers*

**Revisiting Language Assessment Literacy: Past, Present and Future***Jiahao Liu*

5/1/ 10 - 12 PM

Synchronous Session

Graduate Student Showcase**Assessment / Testing****ABSTRACT**

Language assessment literacy (LAL), a term developed from assessment literacy (AL), has now become a crucial agenda in the language testing field. The last decade, indeed, has witnessed numerous studies exploring LAL from different perspectives. That said, a detailed and comprehensive review is still in its infancy. As a response, the current paper used thematic review to categorize and synthesize existing LAL studies (N = 38), published on major language testing journals (e.g., *Language Testing*) and other relevant sources (e.g., book chapters), from the aspects of a) origin, b) definition, c) frameworks, d) stakeholders, and e) instruments. Results reveal that other stakeholders (e.g., parents), to some extent, are difficult to understand and use existing LAL definitions and frameworks effectively, as language testing researchers largely prescribe them. Besides, teachers' LAL is overrepresented in the present literature, while fewer studies have been conducted on other stakeholders (e.g., test-takers). To conclude, prospective areas are suggested for further research and discussion.

*Language Assessment Literacy, Thematic Review, Language Assessment*

**The Effects of Recursive Conversations on L2 English Learners' Speaking Competence***David Scott Bowyer*

4/30/ 2 - 4 PM

Synchronous Session

Graduate Student Showcase**Speaking / Conversation / Pronunciation****ABSTRACT**

This presentation reports on the early quantitative results of an ongoing mixed methods research project comparing the effects of Recursive Conversations (RCs) (Bowyer, 2019) with more traditional focused practice activities (Cornillie et al., 2017) on learners' L2 interactional competence. Two groups of first-year non-English majors at a Japanese university participated in this research for one academic year. Both groups began the year at the CEFR upper A2 level (Milton & Alexiou, 2009). The groups received 90 minutes of English conversation instruction per week, with Group 1 (n = 24) conducting RCs while Group 2 (n = 17) received focused practice lessons. At the end of the year, their recorded conversations were transcribed. They were then compared for spoken accuracy, fluency, and complexity using Mann-Whitney U tests. This presentation will report on these initial results, articulate the implications for the L2 teaching community, and describe the next steps of the project.

*Recursive Conversations, Interactional Competence, Complexity Theory, Pragmatics, Mixed Methods, Statistics*

**Using Open Questions vs. Closed Questions During Picturebook Read-Alouds***Emily MacFarlane*

4/30/ 2 - 4 PM

Synchronous Session

Graduate Student Showcase**Reading****ABSTRACT**

During read-alouds, a great deal of the benefit and enjoyment learners gain is due to the interaction from sharing the picturebook and the use of open questions is often recommended in Western-focused research. However, in the Asian classroom conversational norms as well as teaching styles can mean both teachers and learners can find open questions very challenging. This presentation discusses a small-scale case study which examined how

10-12-year-old Japanese low-level English learners respond to open and closed questions during interactive picturebook read-alouds. It will cover four main areas: the amount of interaction created by each question type, the different types of responses elicited, the situations where students could not respond to questions, and how class dynamics affected student responses. Participants will leave the presentation with a clearer idea of when the use of closed questions may be more appropriate than open questions during read-alouds in the low-level English language classroom.

*Picturebook Read-Alouds, Young Learners, Mediation, Question Types*

## **CONCURRENT SESSIONS**

### **A Study on Students' Difficulties in Learning Latin-Rooted Vocabulary**

*Asoko Ha Nguyen*

4/30/ 10 - 10:30 AM

Asynchronous Session

Research Paper (25 mins)

**Vocabulary**

#### **ABSTRACT**

The study aims to find out English for Nursing course students' difficulties in learning Latin-Rooted vocabulary at a college in Ho Chi Minh City. A survey is conducted to find out what difficulties in learning Latin-Rooted vocabulary in ESP and how could they handle those difficulties. The data collected from 30 students show their concerns upon the lexicon understanding, the usage of those vocabulary in the context and mostly how to memorize the words. Data collecting instruments include think-aloud protocol and questionnaire. The follow-up interviews and the thematic analysis later stood the findings on their difficulties in Latin-rooted vocabulary learning. Mind-mapping and morphological rules are mostly applied to solves their problems so far as pedagogical implication in the case studied.

*Latin-Rooted Word, Vocabulary Learning, ELT*

### **AI-Generated Voices for Diversity in ESL Materials**

*Brett Reynolds*

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

ESL materials are often improved with the inclusion of high-quality recordings. Unfortunately, producing such recordings can be expensive, time-consuming, and complicated. Moreover, when recordings are included, they have typically been limited to Standard accents, even though non-Standard English is a natural part of ESL listening. Not only does this limit the students' familiarity with non-Standard accents, but it also promotes accent discrimination.

AI speech models have improved dramatically and now have many expressive and naturalistic features. Moreover, these are available in a wide range of voices and languages with fine grained control over speed. Interestingly they can produce English speech in typical foreign accents. Finally, all of this is generally available to anyone producing language materials.

In this presentation, I introduce a set of these models, demonstrating what they can do and what we can do with them in ways that promote equity, diversity, inclusion and good language learning.

*AI, pronunciation, synthetic speech, materials development, listening*

### **An Approach to Teaching a TOEIC-Based Textbook Class in the Remote Learning Context**

*Nathan Krug*

5/1/ 2:30 - 3 PM

Synchronous Session

Research Paper (25 mins)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

Teaching classes online has enormous benefit, though it comes with challenges. One important challenge includes how educators can implement assessment items for students in assorted and remote locations. In the case of final examinations, how can educators do so while maintaining test reliability? Using one well-known learning management system, and using a TOEIC-preparation course as a model, this presentation will outline an approach to effectively administering end-of-term examinations. After having formulated the appropriate assessment items, educators are encouraged to split examinations into manageable but separate parts specifically for online delivery. Educators must make use of question-order randomization and limit access times of their students. Importantly, educators must generate backup duplicates of the examinations in advance, backups that may be executed immediately as needed. As will be demonstrated, whether synchronous or asynchronous, observing such procedures and guidelines will ensure that both teachers and students are satisfied with the online examination experience.

*assessment, examination, learning management system, TOEIC*

### **An Ecolinguistics Approach to Education**

*Jason Gold*

5/1/ 10 - 11 AM

Synchronous Session

Workshop (50 mins)

**Creativity / Critical Thinking / 4Cs**

#### **ABSTRACT**

Schools play a vital role in shaping students' learning and beliefs. In light of the ecological issues facing our world today, a more ecojustice-focused approach to education is vital. The theoretical framework of ecolinguistics (Stibbe, 2020) provides a useful tool for students to critically analyze the language of the texts they encounter in everyday life, school, and the media, in order to determine their underlying "story" and impact from an ecological perspective. This presentation will discuss the potential benefits ecolinguistics can offer to educators and students, and provide examples how to incorporate it into classroom lessons through linguistic analysis of school textbooks, media sources, and modern advertising.

*Keywords: Ecolinguistics, Environment, Critical Thinking*

### **An Introduction to the Usage of Hermeneutics in Cross-cultural Research**

*Michael D. Smith*

4/30/ 4 - 4:30 PM

Asynchronous Session

Research Paper (25 mins)

**Research Methodologies & Approaches**

#### **ABSTRACT**

Recognised as the theory and practice of interpretation, hermeneutics represents a methodology and philosophical framework paying particular attention to the socio-cultural, linguistic, and historical contexts shaping human experience. Contrary to positivistic interpretations of reality, hermeneutics honours the role of personal history during the negotiation of culture, presenting a versatile research methodology that recognises one's pre-held beliefs as an inescapable feature of learning. In doing so, hermeneutics seeks not to overcome or eliminate subjectivity but to appreciate the consequences of its limits. Calling on Gadamer, this presentation intends to communicate the value and limitations of this approach,



specifically to front-line, cross-cultural research. In discussing the applications of hermeneutics, principles such as effective history, prejudice, provocation, and fusion of horizons, scaffold practical tips, including the role of the post-positivist researcher, ethical and quality control measures, interview procedures, transcription, and the interpretation and analysis of data.

*Hermeneutics; Interpretivism; Social Research Methods; Cross-cultural Research*

### **An Investigation into the Promotion of Cultural Awareness in Locally Produced English Learning Materials in Thailand**

*Yossiri Yossatorn*

4/30/ 12 - 12:30 PM

Asynchronous Session

Research Paper (25 mins)

**Culture & Cross-/Intercultural Literacies & Communication**

#### **ABSTRACT**

This research evaluated the extent to which two series of in-house English textbooks in Thailand, *New Weaving It Together* and *Moving Up Critical Reading*, enhance cultural awareness among different learners. A three-level model of cultural awareness established by Baker (2011) was adopted as a framework to analyze the content of the selected materials. We descriptively analyzed 120 reading passages and 150 reading exercises in total. The agreement between the two raters was almost perfect. Overall, the content of the *New Weaving It Together* series has more significant potential to increase cultural awareness at basic and advanced levels as opposed to that of the *Moving Up Critical Reading* series. We suggested that reading passages and exercises in locally-produced ELT materials should integrate content focusing on different traditional or cultural aspects and knowledge across disciplines or subjects. These include stories about science, technology, and geography, enhancing intercultural sensitivity and awareness.

*cultural awareness, teaching culture, language teaching materials*

### **An Overview and Evaluation of a Cultural Awareness and Intercultural Communication Course**

*Eng Hai Tan*

4/30/ 4:30 - 5 PM

Synchronous Session

Research Paper (25 mins)

**Culture & Cross-/Intercultural Literacies & Communication**

#### **ABSTRACT**

Strict border controls and travel restrictions have halted many study abroad programs and overseas internships, inadvertently depriving students of educational opportunities in cross-cultural experiences. This presentation will outline the pedagogical approach and learning content of a Cultural Awareness and Intercultural Communication course, which sought to bring about positive changes in students in terms of intercultural understanding, English presentation and communication skills, and digital literacy. This study sought to evaluate course effectiveness, answering the central question: "To what extent were students satisfied with their experiences participating in this course format?" Throughout the course, students used Telegram and Flipgrid to connect with students from places such as Algeria, Brazil, Côte d'Ivoire, Israel, Malaysia, Mexico, Sri Lanka, Spain, South Korea, Taiwan and Turkey. Both qualitative and quantitative feedback were collected online at the end of the course. In general, the level of satisfaction of the students towards the course was 96%.

*online, intercultural communication, cultural awareness, social media*

**Applying Critical Hope in Research and the Classroom***Staci Martin*

5/1/ 1 - 2 PM

Synchronous Session

Featured/Invited**ABSTRACT**

The purpose of conversation is to explore the impact of hope in the context of research and the classroom. Dr. Martin shows how mixed methods and the Speaking for Ourselves Action Research (SOAR) approach is applied. Her conceptual model applies concepts of hope, specifically critical hope (Freire, 1994; Duncan-Andrade, 2009; Hooks, 2003). This concept is a place where we can have meaningful dialogues that confront our own bias and complicities, and together find solutions that are just, hopeful, and local. By integrating art-based techniques, Dr. Martin shows how hope can play an integral role in research and the classroom itself. She will also share different voices from the field that have played a significant role in educating her own hope. It is her belief that when communities produce their own knowledge, they can drive public policies to support their own creative and meaningful solutions.

**Art in the ESL Classroom - More Than Just a Discussion Topic?***William Tiley*

5/1/ 10:30 - 11 AM

Synchronous Session

Research Paper (25 mins)**Content-Based Instruction (CBI) / EMI / CLIL****ABSTRACT**

The role of art in modern education is often raised in discussions, with supporters citing a range of studies that indicate considerable additional benefits for students. These studies have shown that art can encourage academic development (Catterall et al., 1999), problem solving (Malley & Silverstein, 2014), self-expression (John Dewey, as cited by Heilig et al., 2010) and willingness to display learning publicly (Burton et al., 1999). A number of these skills are also fundamental in language acquisition; however, very little research has been done to assess the potential role of art as a tool within the ESL classroom. This presentation will discuss the findings of a survey-based preliminary study into the potential benefits of art discussions for English language students at university, highlighting that art is not only a stimulating and meaningful classroom topic, but can also have a positive influence on students' self expression and communication skills.

*Art, Discussion Materials, Speaking Confidence*

**Asset-based Teaching Approach: Changing Perceptions to Create a Sense of Belonging***Ilene Winokur*

4/30/ 5 - 6 PM

Synchronous Session

Workshop (50 mins)**Brain Stuff: Neuro-ELT / Psychology / Psycholinguistics****ABSTRACT**

We often hear about people who believe the glass is half empty or half full. Have you heard the glass can be refilled? How does changing our perception from a deficit mindset (glass half-empty) to an asset-based mindset (glass can be refilled) improve how we perceive our students and how they perceive themselves? What is an asset-based approach to education? All students need to be "seen" in classroom materials and find relevance in topics that connect with their interests to be engaged with the content. Lowering our expectations of students or having a deficit mindset influences how students think of themselves.

This session will focus on an asset-based approach that emphasizes how to instill a sense of belonging in language learners by scaffolding new content, engaging students with

classroom materials they relate to and are excited about, and providing edtech solutions that ensure inclusivity and acceptance of learning differences.

*Social Emotional Learning, Belonging, Asset-Based Approach, Teaching, Learning*

### **Autoethnographic Exploration as “a Missionary of L2 Pragmatics”**

*Sanae Oda-Sheehan*

4/30/ 4:30 - 5 PM

Synchronous Session

Research Paper (25 mins)

#### **Research Methodologies & Approaches**

#### **ABSTRACT**

Although pragmatics constitutes a dynamic portion of communicative practice in our life, it is less likely to be addressed in the classroom. In order to promote possible approaches to L2 pragmatics, the presenter strives to connect language teaching to lived experiences and investigates multidimensional elements through the method of autoethnography. In this qualitative approach which utilizes self-reflection and the connectivity between self and others, the presenter analyzed data from her own teaching journal entries as well as interviews with members of communities of practice to which she belongs so that she could address sociocultural challenges and complexities in a personally engaging style. The results suggest that autoethnography can facilitate meaningful exploration of L2 pragmatics, optimizing constructive subjectivity and open vulnerability that can be embraced in the innovative approach, which ultimately demonstrates the significance of theoretical and methodological integration to spread “the Good News” among a wider range of readers/audiences.

*autoethnography, pragmatics, qualitative research*

### **Benefits for Foreigners of Producing Theatre in a Japanese Regional Dialect**

*Philip Head*

5/1/ 12:30 - 1 PM

Synchronous Session

Research Paper (25 mins)

#### **Drama/Performance in the Classroom**

#### **ABSTRACT**

This presentation describes the Genki Tosaben Musical (Genki), a unique community theatre project in Kochi prefecture in Japan. Since 1996, foreigners living in Kochi have been creating original musical theatre productions in Tosaben, the local Japanese dialect, and touring the prefecture to raise money for charity and promote cross-cultural exchange. In this study, qualitative survey responses from 35 former participants in Genki were analyzed. Based on these survey responses, this presentation explores the motivations of the participants in this production, how the experience impacted language learning and community integration, as well as the positive and negative aspects of partaking in this event. The results indicate that this type of project can strengthen connections within the immigrant community of a country, providing a sense of belonging, as well as between foreigners and residents by creating the motivation to learn the local dialect and practice speaking a foreign language outside the classroom.

*Drama, Theatre, Intercultural Communication,*

### **Beyond the Lyrics Gap Fill: Low-Preparation, High-Participation Activities Using Songs in Class**

*Vicki Bos*

4/30/ 10 - 11:30 AM

Synchronous Session

Workshop (80 mins)

**Creativity / Critical Thinking / 4Cs**

#### **ABSTRACT**

The use of music in language classes has long been connected to increased motivation and engagement, enhanced intercultural awareness, and improved learning outcomes for students (Talada, 2015). Language teachers are thus often keen to incorporate songs into their lessons, but the challenge can be determining the best way to do so (Bos, 2019). Although “Gap Fill” listening exercises are perfectly valid, they are often overused, as teachers may be time-poor, or unaware of what could be done with a song in the language classroom. In this workshop, we explore a variety of song-based activities, with a focus on three areas: improving language skills, building community, and stimulating creativity. This immersive workshop is conducted in line with principles of experiential learning (Kolb, 2015), with opportunities for participants to experience practical ideas, then reflect on how they can implement these in both the physical and virtual classroom.

*Music, Creativity, Activities, Community, Participation, Pronunciation*

### **Beyond Words: Using Photo Voice for Community Engagement and Language Development**

*Jennifer McMahon, Both Champa, Suy Kasan, Phan Makara, Thorn Va, Sounsrors Hor*

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha

**Research Methodologies & Approaches**

#### **ABSTRACT**

Photo Voice is a qualitative research method for community-based participatory research to document and reflect reality. It was first used in rural China to learn about the lives of women farm workers (Wang and Burris, 1997). The women used their photographs to make an impact on the region’s policies. Since then, it has been used around the world as a vehicle for social change. In most cases, Photo Voice is used as a type of action research with participants as an integral part of the research process, using pictures they take to develop new ideas and solutions to challenges. Participatory photography through photo voice creates a space for discussion and action on issues of student engagement, school reform, and social services. (Examples can be found at <https://photovoice.org/projects/>) Drawing from this relatively new field, a group of teacher leaders in Cambodia decided to apply the Photo Voice technique as a way to understand the community and develop language and communication skills in English and Khmer. This Pecha Kucha will introduce Photo Voice, showcase student projects, and discuss how this type of participatory research led to understanding stakeholders’ needs and assets all while building the language skills of participant researchers and students.

*photo voice, qualitative research, digital literacy, language development, community development, teacher leaders, Cambodia, Pecha Kucha*

**CALL After COVID: Asynchronous E-Learning in Higher Education***David McCurrach*

4/30/ 11 - 11:30 AM

Asynchronous Session

Research Paper (25 mins)**Technology / Online Learning / CALL / MALL****ABSTRACT**

Due to both a falling level of English proficiency in Japan as well as the COVID-19 pandemic, asynchronous online English as a Foreign Language (EFL) learning has received renewed research interest in Higher Education (HE). From researching the advancements in EFL e-learning, the author argues that whenever the pandemic abates, asynchronous platforms should be continued to be used in conjunction with traditional HE EFL classroom teaching.

Since learning ought to focus on increased interactions between speakers, as per social constructivist norms, educators should increase the use of tools that promote learning inside and outside the classroom.

Therefore the research focuses particularly on exploring the strengths of Mobile-Assisted Language Learning (MALL), as it increases agency and interactions through location-independent learning, autonomy, self-efficacy, and collaborative learning. The e-learning platform Flipgrid shows promise of encapsulating these strengths and forms a basis of a discussion of the pros and cons of asynchronous e-learning, as well as an implementation proposal in a typical HE EFL scenario.

*CALL, MALL, E-learning, Flipgrid, Constructivism, COVID-19, Asynchronous Learning, EFL*

**Challenges and Opportunities for Peace (or Conflict) in Higher Education***Kevin Kester*

5/1/ 2 - 2:30 PM

Synchronous Session

Research Paper (25 mins)**Peacebuilding / Peace Studies / Peace Linguistics****ABSTRACT**

Universities have a role to play in supporting peacebuilding in all societies but especially in (post)conflict contexts. Yet such work has rarely been examined. This paper then looks toward the diverse approaches of higher education to support peacebuilding, from policy and philosophy to pedagogical practices, in (post)conflict contexts. Specifically, the paper examines the work of university educators in two institutions in Afghanistan and Somaliland. Data for the research was collected through qualitative interviews with 12 university educators across the two institutions. Findings indicate a number of challenges and opportunities -- associated with race/ethnicity, gender, and linguistic diversity -- that university lecturers and their institutions face in supporting peace in diverse societies, particularly as relates to the "two faces" of higher education to support or impede peacebuilding processes. The paper ends with a discussion of implications for curriculum, teaching and learning.

*Post-Conflict Contexts, Higher Education, Peacebuilding, Pedagogy*

**Chinese EFL Learners' Willingness to Communicate in an Online Class: An Idiodynamic Approach***Linlin Liu*

4/30/ 10:30 - 11 AM

Synchronous Session

Research Paper (25 mins)**Technology / Online Learning / CALL / MALL****ABSTRACT**

Underpinned by MacIntyre et al.'s (1998) heuristic model, this study adopted an idiodynamic method to investigate fluctuations in the level of willingness to communicate in a second language (L2 WTC) in an online class. Seven EFL university students participated in

four sessions of an online class (each lasting 20 minutes). Following the completion of each session, they rated their L2 WTC by filling in an online editable excel spreadsheet with a scale of -5 (not willing to communicate at all) to 5 (most willing to communicate) on a minute basis while watching a video recording of their performance. Subsequently, stimulated recalls and semi-structured interviews were combined to identify factors affecting moment-to-moment changes in their L2 WTC. Results showed that L2 WTC highly fluctuated during sessions 1 and 2 due to joint influences of trait-like (e.g., introverted) and state-like factors (e.g., technical issues). In contrast, a more stable pattern of L2 WTC was observed during sessions 3 and 4, mainly due to state-like factors, such as adequate support from a teacher. These findings suggest that EFL learners can become more willing to communicate in an online class through teachers' affective, technical, and pedagogical support. Methodologically, this study shows that an idiodynamic method is a useful analytical approach by which to understand the fluid and dynamic nature of L2 WTC in an online classroom, an emerging L2 learning environment. Pedagogically, we offer insights into how language teachers need to respond dynamically to such factors during the course of an online class. We recommend that teachers choose interesting and familiar topics, integrate game activities into L2 tasks, provide learning stimuli (e.g., photos), upload recorded online lessons into their respective learning management systems, provide affective support by recognizing students' efforts verbally or by using emoticons (e.g., a thumbs-up emoji) to make students feel connected with a teacher and other classmates, offer considerable wait-time for their responses during an online lesson, and promote peer encouragement and nurture a positive online learning environment.

*Willingness to communicate in a second language, online class, idiodynamic method*

### **Connecting Through Nonviolent Communication in ELT**

*Jocelyn Wright, Dana Han*

5/1/ 11 - 12 PM

Synchronous Session

Workshop (50 mins)

**Peacebuilding / Peace Studies / Peace Linguistics**

#### **ABSTRACT**

Relationships are important in language teaching. However, our habitual ways of relating to ourselves and each other are not always conducive to building connections. Nonviolent Communication (NVC) offers a way of thinking about and a method for enhancing these, and the purpose of this workshop is to experience the process in the context of relating to our students and experiencing connection through explorations of personal situations and guided examples. This interactive workshop intends to engage participants by making use of various types of activities (temperature checks, associations, polls, etc.). It is hoped that teachers will leave the workshop with an appreciation for NVC and a recognition of the value of needs for connections.

*Nonviolent Communication, English Language Teaching, relationships, connections*

### **Considerations of Using COTS Video Games as a Language Learning Tool**

*Robert Dykes*

4/30/ 10 - 10:30 AM

Asynchronous Session

Poster Presentation

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

#### **ABSTRACT**

Statista.com reports that video games have become the world's largest entertainment industry sector. The rapid growth and mainstream acceptance of video games have had very little impact on their adoption or adaptation to language learning contexts. Commercial off-the-shelf video games (COTS) have certainly been used for educational purposes in English language teaching. Still, their application is often not as straightforward as a graded reader,

movie, song, or even something like a board game. This presentation will cover three areas that educators will need to acknowledge regarding a game's viability and accessibility as a language learning tool. The first consideration is the learning context in which the COTS will be utilized, where the learning activity will occur. The next is the pedagogical considerations of a COTS. The final consideration, which is the largest roadblock to utilizing COTS for learning tools, is accessibility. Many obstacles such as cost, digital rights management, and usage licenses make adopting a COTS for language learning difficult; however, numerous exciting options exist to match any combination of learning contexts and outcomes.

*CALL, COTS, Minecraft, game,*

### **Creating Online, Asynchronous Assignments to Develop Learners' Listening Skills**

*Elton LaClare*

4/30/ 3 - 3:30 PM

Synchronous Session

Research Paper (25 mins)

**Listening**

#### **ABSTRACT**

What constitutes an appropriate curriculum for developing the listening skills of language learners? Most would agree that a healthy dose of comprehensible input should be the cornerstone, along with regular comprehension checks to ensure that students are coping. However, as the language skills required of modern graduates become increasingly specialized, teachers are often obliged to create their own resources to ensure that curriculum objectives are met. This presentation will introduce an online course aimed at developing STEM-related listening skills for first and second-year university students enrolled in science and engineering programs. The course leverages AI avatars, speech recognition and speech synthesis to provide engaging and interactive online listening lessons. Through a mix of self-assessment and auto-generated feedback, the course was able to deliver measurable improvements in listening ability during the period of remote emergency teaching brought about by the COVID-19 pandemic. Those who attend this presentation will be provided access to the course for use with their students.

*listening, listening assessment, online learning, speech recognition, speech synthesis*

### **Creative Use of Corpus of Contemporary American English in Teaching Collocations (101)**

*Quy Huynh Phu Pham*

4/30/ 12 - 1 PM

Synchronous Session

Workshop (50 mins)

**Materials / Course / Curriculum Design**

#### **ABSTRACT**

Over the past forty years, the use of English corpora in the English-language classroom has increasingly become prevalent. Given the pedagogical importance of corpora, this workshop aims to showcase how the Corpus of Contemporary American English (COCA) can be creatively used in teaching English collocations. In the workshop, participants will first be introduced to the concept of mutual information (MI), an important measure of associational strength of the collocations. Research has shown that non-native speakers of English tend to overuse collocations with low MI scores, while natives favor less frequent collocations with high MI scores. Following this, participants will learn how to interpret the MI scores of the collocations found in COCA. The workshop ends with three hands-on activities showing how teachers can increase students' awareness of collocations with high MI scores. The activities presented in the workshop would be the most beneficial for upper-intermediate students.

*COCA, Mutual Information, Collocations*

**Critical Media Literacy: Encouraging Critical Thinking in the 21st Century Classroom***Elizabeth Norman*

5/1/ 2 - 3 PM

Synchronous Session

Workshop (50 mins)**Creativity / Critical Thinking / 4Cs**

## ABSTRACT

Media literacy is not a new concept, media has long had a place in the classroom as a resource and a way of contextualizing difficult concepts (Erstad, 2010). In recent years, a new form of media literacy, Critical Media Literacy, has gained popularity as educators have found it necessary to not only educate students on the many forms of media available to their digital native students, but also help students curate the vast quantities of information available to them online (Torres & Mercado, 2010). In this workshop, educators will get a look at how Critical Media Literacy can be integrated into the ESL/EFL classroom (Arkian, 2002). Attendees will engage with various techniques and resources dedicated to helping encourage students to be critical curators of media and digital information. Finally, attendees will explore how integrating Critical Media Literacy into their curriculum can build tertiary soft skills such as critical thinking, and Global Citizenship.

*Critical Media Literacy; 21st Century Skills; Critical Thinking*

**Developing American Cultural Knowledge and Sensitivity Through Historical Fiction***Wesley Martin*

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha**Culture & Cross-/Intercultural Literacies & Communication**

## ABSTRACT

The purpose of this session is to highlight how collaborative group discussions on historical fiction can help facilitate cultural understanding. The session will begin by briefly discussing the research of Jaran Shin, who suggests that teaching historical fiction both helps with language proficiency while also developing cultural knowledge. The speaker will then introduce the historical fiction novel "Hotel on the Corner of Bitter and Sweet," which gives students an understanding of both past and current racial and class tensions in the United States. The speaker will then describe collaborative discussions on the novel in the form of Discussion Circles, which allow students to form their own hypotheses about characters and events, form their own questions about the target culture, and shape their understanding of the United States. Attendees will come away with an increased awareness on the usefulness of historical fiction and peer discussion for developing cultural knowledge, especially in the context of Discussion Circles.

*cultural understanding, discussion circles, historical fiction, novels, peer discussion, reading*

**Developing Critical Literacies Through Learning English as Second Language: Discourse Analysis Study***Hsiaoping Wu*

4/30/ 11:30 - 12 PM

Synchronous Session

Research Paper (25 mins)**Critical Pedagogy/Perspectives**

## ABSTRACT

The presentation aims to examine English learning discourses in Asia from a critical literacy perspective. The role of critical literacy is assisting students in developing the ways in which those ideologies, identities, and power in society and school, and the ways in which language works to challenges those relations. Ultimately, students have options to choose or challenge the status quo. This presentation will discuss steps to develop critical literacy skills



through curriculum in TEOSL education. Drawn from the critical pedagogy, the critical pedagogues believe education is first and foremost a means of social transformation because injustice, power asymmetry, and human suffering do exist. In the TESOL education, it is necessary to unpack the discourse and ensure equity when learning a second language or design a curriculum. The discourse data were analyzed from the government reports and discourses from various educators and parents. From there, it will provide an analysis for the reshaping of discourse in English education in Asia. The discourse can provide schools to have clear objectives to develop curriculum, help parents to support their children, and motivate children to develop critical thinking when pursuing a second language learning.

*critical thinking, discourse analysis, EFL, equity in curricula*

### **Developing Equity-Driven Assessment In-Class**

*Emmy Min, Linshuang Jiang, Yue Huang*

5/1/ 9 - 10 AM

Synchronous Session

Workshop (50 mins)

**Assessment / Testing**

#### **ABSTRACT**

Designing and administering effective and equitable in-class assessments is one of the most important tasks that language teachers need to engage in. However, making the assessment process equitable is not something that is discussed much in the field of TESOL. This session will address six principles that make the classroom-level, language assessments equitable and effective. The principles that will be discussed are validity, reliability, practicality, authenticity, washback and equity. The session hosts will first describe some of the specific ways to make the assessment equitable by discussing the examples of assessments with these principles in mind. The session hosts will also ask the participants to critique assessments based on these principles. Based on this model, participants will also be asked to come up with effective and equitable assessment examples from their own experience.

*assessment, equity, teaching strategies, teacher education, test*

### **Developing Inferencing Skills for Literature Through Students' Personal Experiences**

*Wesley Martin*

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha

**Reading**

#### **ABSTRACT**

This presentation will highlight the usefulness of students' personal stories and experiences in developing inferencing as a reading skill, particularly when reading literature. To better understand inferencing, students can be asked to recall times in their own lives where they made assumptions based on observing details. When recalling these assumptions and their conclusions, an easy-to-understand parallel can be drawn with inferencing, or forming hypotheses based on details in a text. This is especially useful when reading literature, as a story's plot and background is often suggested through details and is not explicitly declared. The presentation will give examples of connecting these 'real-life' inferences to inferring personality traits of a novel's characters based on details about their actions, wardrobe, settings, etc. Attendees will come away with a fresh perspective on teaching inferencing as a reading skill and a greater appreciation for the use of personal experiences to inform reading skills.

*Fiction, inferencing, literature, novels, personal experiences, personal stories, reading, reading skills*

**Developing L2 Oral Fluency Through Digital Storytelling 101***Nehemiah Park*

4/30/ 1 - 2 PM

Synchronous Session

Workshop (50 mins)**Speaking / Conversation / Pronunciation****ABSTRACT**

Developing oral fluency is a top priority in a typical EFL classroom. However, teachers may encounter roadblocks to find new and engaging material to implement in their classroom. In addition, students may find traditional communicative activities, such as discussions and role-plays to be unappealing and boring. This interactive workshop will show instructors how to utilize StoryboardThat (an online storyboard creator) and guide students in creating their own digital storyboard in order to tell stories. Attendees will learn how to incorporate fluency-building strategies, such as the use of discourse markers, formulaic sequences (e.g., phrasal verbs, collocations), and consciousness-raising tasks (i.e., checklist) so that students can build and monitor their fluency while storytelling. At the end of the session, attendees will have an improved understanding of how to create digital stories while gaining strategies for building fluency in their own classroom.

*Oral Fluency, Online Learning, Automaticity, Language Teaching Pedagogy, EFL Classroom*

**Developing Multilingualism Through Immersion: The Importance of Motivation***Alan Seaman, Ester Ham, Daniel Kim*

5/1/ 5:30 - 6 PM

Asynchronous Session

Research Paper (25 mins)**Applied Linguistics / Second Language Acquisition****ABSTRACT**

How can teachers motivate students to achieve a high level of proficiency in multiple languages? This presentation will describe the experiences of two Korean graduate students who developed multilingualism through language immersion. These students represent a group of seven participants who were systematically interviewed for a study on the role of motivation in achieving multilingualism for a research study by a graduate student.

The presentation will begin by describing the background research on motivation and immersion education, highlighting the work of Zoltán Dörnyei's L2 Motivational Self System. Most of the presentation will focus on the cases of the two Korean graduate students, who will describe how they became trilingual in Korean/Japanese/English and Korean/Spanish/English. They will identify the most important sources of motivation that contributed to their multilingualism, including self-monitoring, content-based instruction, social integration, and developmental factors related to age. The presentation will conclude with a diagram showing the most significant motivating factors, with suggestions for how teachers can use these findings.

*Motivation, Immersion, Multilingualism*

**Development of a New Rubric for Assessing Interactional Competence in Group****Discussions***John Syquia*

4/30/ 1 - 1:30 PM

Asynchronous Session

Research Paper (25 mins)**Assessment / Testing****ABSTRACT**

In recent years, more researchers have been assessing speaker interactional competence (IC), a concept that builds on earlier models of communicative competence. In contrast to earlier models of communication, IC more explicitly accounts for the co-constructed

nature of talk. IC consists of interactive listening, topic development, dealing with communication breakdowns, inviting contributions, and responding accordingly (May et al., 2020). The roots of IC are conversation analysis (CA), a fine-grained and powerful form of analysis, but one that requires training and experience. As a result, there are currently few widely-used rubrics for assessing IC. In this presentation, I will describe how I created this rubric for assessing IC. As this research project is ongoing, I will examine some initial data in the form of audio recordings and transcripts, discuss some preliminary findings, and suggest possible improvements for future versions.

*interactional competence, assessment, speaking, rubric*

### **“Did You Say Pragmatics?”: Advancing Instructional Design to Address Negative Transfer**

*Matthew Nall, Rod Case*

4/30/ 3:30 - 4 PM

Asynchronous Session

Research Paper (25 mins)

**Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

Ample research in the field of pragmatics has confirmed the effectiveness of explicit instruction. However, this body of knowledge has been largely limited to the study of intermediate second language learners. This narrow focus leaves teachers of beginner and advanced students with little guidance when it comes to the instructional design concerning pragmatic skills development in face-threatening scenarios. Based on a 2021 study of negative pragmatic transfer among Japanese university students, this presentation explores how the research into negative transfer and L2 proficiency can serve as a guide for teachers who are planning and conducting pragmatic instruction, such as refusals or requests. Grounded in extensive data and experience teaching Japanese English learners, the presenters will introduce their metapragmatic instructional approach and several classroom activities in order to illustrate how to teach pragmatically appropriate responses to learners at all levels of proficiency. Presentation takeaways will be applicable in global contexts.

*Negative transfer, pragmatics, metapragmatic instruction, discourse completion tasks, awareness raising*

### **Different Types of Innovations in English Language Teaching in Primary Schools**

*Nigina Misirova*

5/1/ 5:30 - 6 PM

Synchronous Session

Research Paper (25 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

The paper reveals a variety of innovations that help and encourage teachers to reinvent their teaching methods in the process of teaching English as a second language in primary schools. They include fun games, new types of gamification and new technologies. The study shows the issue of innovations in the language teaching process, it should be started that English language teaching is significantly evolving under the influence of technology advances at schools. Mobile devices, Kahoot, Multimedia, Linoit, Tyto and other new online platforms have gained popularity as tools for teaching English and contributed to the current changes in the teaching process. As defined by Pam Vachatanont (2021), today's children are digital natives. Definitely, pupils can use such kind of new platforms or new technologies at home to learn a language too. These are great free applications have been designed to make English learning and revision into an engaging, enjoyable and addictive games for young learners. The teacher who is perceived as a user, creator and a transmitter of new knowledge enriches the information resources of didactic and educational practice and on these basis

designs (and implements) new solutions, contributing to the development of education and upbringing, making up pedagogical progress (Schultz, 1989). As a result, the teacher's role is the most significant in the use of innovations in ELT in contemporary schools. The main purpose of the study is to highlight the importance of using various innovations in the language classroom. It is conducted on the basis of literature review. In the presentation, the researcher defines the term innovation, teacher's role, explains the scientific problem, research methods, expected results and states the main recommendations for the better use of various innovations.

*Innovation, Gamification, Games, Teachers.*

### **Diversity in Learner Negotiation of English L2 Identity; Implication for Korean ELT Praxis**

*Kara Ann Mac Donald*

4/30/ 5 - 6 PM

Asynchronous Session

Workshop (50 mins)

**Critical Pedagogy/Perspectives**

#### **ABSTRACT**

Building off McNeill (2021) examining the value of the L1 in ESL/EFL classrooms, the presenters introduce the role of exploring students' L1 and EFL identities as a means for teachers to understand their students' personal L1 Korean socio-linguistic identity, and the relationship with and negotiation of their English identity. Leveraging awareness of students' L1 and EFL identities places learners in a position of language informers, offers a form of socio-cultural dialogue, and expands the English language learning experience. With this, the presenters share activities and projects for how EFL teachers can explore the complex interrelationships between language and culture, and their students' sociocultural identities through explicit discussions in their classrooms. Language learning is more than words, and it is beneficial for language learning in and outside of the classroom.

*L2 Identity, L1 Identity, Identity Negotiation, Critical Praxis,*

### **Do Zoomers Outperform Roomers in EFL Writing Peer-Review Tasks?**

*Shaun Manning*

5/1/ 12:30 - 1 PM

Synchronous Session

Research Paper (25 mins)

**Writing**

#### **ABSTRACT**

Some think synchronous online teaching, originally a stopgap, may potentially replace offline classes, so comparative research is needed. This study investigates the interaction patterns, feedback targets, and student preferences in synchronous online (Zoom) or offline (F2F) peer review sessions. Two South Korean university EFL writing classes had three essay assignments, each with a real-time peer review session. The first (training) and third peer review sessions were conducted completely online using Zoom and the university's LMS. The second was conducted face-to-face in a classroom. The tasks were identical in procedure, but not essay topic. The study found: (a) differences in interaction patterns between Zoom and the classroom; (b) little difference in feedback target (surface features, discourse, content, planning, or affect); and (c) cases in which students who preferred online peer review performed better offline. It also found that teacher feedback was more relevant to more students in the F2F situation.

*Online learning, peer review, EFL Writing, learner preferences, CALL, interactive learning, task repetition*

**Does TESOL Teacher Motivation matter? - Values vs. Rewards***James Broadbridge, Hyunsuk Park, Miori Shimada*4/30/ 2:30 - 3 PM Synchronous Session Research Paper (25 mins)**Other Issues**

## ABSTRACT

The COVID-19 pandemic highlighted the plight and issues of teachers in the field of education. Numerous studies have been conducted on student motivation. However, there have scarcely been studies on teacher motivation, especially in the TESOL field. This study explores the relationship between the values and the rewards TESOL professionals associate with and earn from their work and career. To this end, a modified version of the instrument used in Kassabgy, Boraie, & Schmidt's (2001) study was utilized and the data from 368 TESOL professionals worldwide were examined. Echoing Kassabgy et al., intrinsic motivation was found to be a key element to job satisfaction and motivation. However, this study found slightly different factors and loadings than those in Kassabgy et al., indicating a trend away from relationships with coworkers as important teacher values. This may be due to the development of social networking and the shift of support structures.

*teacher motivation, teacher job satisfaction, teacher rewards, TESOL professionals, replication study*

**Don't Simply Write Your Opinion - Show a Critical Analysis***John Breckenfeld*4/30/ 3 - 4 PM Synchronous Session Workshop (50 mins)**Writing**

## ABSTRACT

Classroom writing shouldn't be dreadful. Rather, this workshop introduces writing tasks that challenge, inspire and compel students. During the fall 2020 and 2021 semesters, the presenter utilized a 6-week writing project, transcending the standard opinion essay, with 300 university students. Through "Argument/Counterargument Analysis" writing tasks, students develop essential persuasive writing skills while exploring the strategic art of concealment - an unconventional but fruitful learning opportunity. This workshop details the step-by-step processes students completed, including sentence development, small group writing roleplays and ultimately producing opposing paragraphs, where the final product is so convincing and tonally objective, the student's true convictions about the writing prompt remain obscured. These procedures naturally cultivate critical thinking, and even empathy, as students evaluate and communicate a range of viewpoints on a given issue. After viewing student writing samples, and then exploring writing roleplay prompts in breakout groups, a wrap-up discussion will conclude the workshop.

*Persuasive Writing, Argument/Counterargument, Critical Thinking, Objectivity*

**Education and Prefigurative Politics: Six Pedagogies for Working Toward Peace/Justice Today***Kevin Kester*4/30/ 11:30 - 12 PM Synchronous Session Research Paper (25 mins)**Peacebuilding / Peace Studies / Peace Linguistics**

## ABSTRACT

This study examines the contribution of university educators toward prefiguratively creating tomorrow today in the higher education classroom. Educators often teach explicitly for social justice and social change through a variety of normative pedagogical frameworks. Yet, this linkage of pedagogy and prefigurative politics in university classrooms is

underexamined. Hence, this paper investigates the varied literatures related to pedagogy for social change in universities, including but not limited to: (a) democratic pedagogy, (b) critical pedagogy, (c) transformative pedagogy, (d) conflict-sensitive pedagogy, (d) peace/social justice pedagogy, and (e) decolonial pedagogy. The paper examines the literature through the lens of prefigurative politics/pedagogy, which is understood as a form of praxis that attempts to reconstruct through education a more fair society. This is complemented with data from interviews with university educators in Korea. New pedagogical possibilities and critiques will be discussed.

*Prefigurative Politics, Philosophy, Pedagogy, Diversity, Justice*

### **Effective Education for Refugees: A Case Study on North Korean Educational Perspectives**

Aaron G. Jones, George E.K. Whitehead

4/30/ 11 - 11:30 AM

Synchronous Session

Research Paper (25 mins)

**Education Management**

#### **ABSTRACT**

Effective educational systems provide refugees with freedom and support to develop personal skills and knowledge. Additionally, educational systems that support aspirations or goals can have positive impacts on the way students view their educational experience and the satisfaction they feel from it. As internationalization of education increases and refugees continue to flood into regions all over the world, understanding the dynamic factors that shape educational perceptions is vital. This study utilized a phenomenological approach to analyze North Korean refugee educational perspectives first collectively (through surveys) then individually (through interviews). The goal of the current study was to analyze the personal shift in educational perspectives of North Korean refugees as they encountered two vastly different educational systems. The current study utilized Bandura's triarchic reciprocal determination model as a theoretical framework. Using North Korean refugees as a case study, attendees will examine the factors that positively affect refugee student educational attitudes and satisfaction. Furthermore, attendees will consider how pre- and post-settlement experiences shape behavior within academic environments.

*Educational perspectives, Educational satisfaction, Refugee education, North Korean refugees, educational behaviors*

### **Effects of VR and Online Public Speaking Lessons on Students' Speaking Skills**

Yukie Saito

5/1/ 2 - 2:30 PM

Asynchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

Benefits of VR for English education such as increasing engagement (Hu-Au & Lee, 2017), reducing affective filter (Schwienhorst, 2020) and public speaking anxiety (Godefridi et al., 2021), and raising students' motivation (Tai, Chen, & Todd, 2020) are reported. Thirteen students in a two-week online study abroad program offered by a university in the U.S. to improve public speaking and acquire ICT knowledge took three VR lessons before the program. In this presentation, I will present the results of pre-and post-TOEIC speaking tests before the VR lessons and the public speaking lessons in the program, an analysis of pre-and post-questionnaires developed with reference to Can-do descriptors of CEFR Companion Volume (Council of Europe, 2020), and an analysis of students' journals about the VR and the public speaking lessons. The possibility of integrating VR lessons prior to online or onsite study abroad programs will also be discussed.

*Virtual Reality, Public Speaking, Online Study Abroad Program, Speaking Test*

### **Elementary School Teachers' Design and Implementation of Pushed Output for CLIL Lessons**

*Chin-Wen Chien*

4/30/ 12:30 - 1 PM

Synchronous Session

Research Paper (25 mins)

**Content-Based Instruction (CBI) / EMI / CLIL**

#### **ABSTRACT**

Content language integrated learning (CLIL) instruction has become a popular practice in Taiwan. Teachers should be aware of the nature of tasks and outputs to identify to what extent tasks can be designed for learners to engage in the expression and understanding of the academic content. This case study analyzed 38 Taiwanese elementary school English teachers' design and implementation of pushed output as tasks for six CLIL lessons in four content areas of life, arts, alternative curriculum, and integrative activities. The thematic analysis of interviews, observation fieldnotes, lesson plans, and worksheets led to the following major findings. First, teachers' misconceptions on and lack of competence of CLIL, and external professional support on curriculum development affected the teachers' designs on pushed output. Second, teachers' negligence of instruction on the language for learning and insufficient provisions of sentence patterns on the language of learning led to their learners' limited output on the target language and the use of the mother tongue during pushed output. Suggestions for the effective design and implementation of pushed output for CLIL were provided in terms of equipping teachers with competence on CLIL, collaboration between content and language teachers, and reflective practice on CLIL instructional strategies.

*content language integrated learning (CLIL), competence, pushed output, target language*

### **Emotional Presence in EFL Students' Virtual Study-Abroad Experiences Under the Pandemic**

*Aika Ishige, Yanning Dong*

5/1/ 5 - 5:30 PM

Asynchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

The long-term impact of the global pandemic on international education makes it imperative to better understand international students' learning experiences in virtual learning contexts. Despite the importance of emotion in online learning (Torres & Evans, 2020), it has received scant attention in the studies on emergency remote teaching (ERT) experiences. Informed by an integrated model of Community of Inquiry (CoI) and emotional presence (Majeski et al., 2018), this study investigated the roles of emotional presence in ERT and the influential factors by interviewing 12 English-as-a-foreign-language (EFL) students who virtually pursued their graduate programs at a Canadian university during the pandemic. Findings of the research show that instructors' and peers' emotional perception and understanding played a vital role in shaping students' learning experiences. Factors such as instructors' approachability, ways of communication and course design had significant impacts on emotional presence in ERT. Implications for providing effective emotional support are also discussed.

*emotional presence, EFL students, community of inquiry, emergency remote teaching (ERT), online learning, international education*

**Encouraging Innate Speech Production To Improve Fluency And Pronunciation***Jason Pipe*

5/1/ 10 - 10:30 AM

Synchronous Session

Research Paper (25 mins)**Speaking / Conversation / Pronunciation****ABSTRACT**

As part of an ongoing project to attain greater proficiency in English as a second language, this paper provides quantitative analyses to show that first-year students at a Japanese university (n=11) can improve their fluency and, to a certain extent, pronunciation over the academic year. Through the practice and testing stages of Timed-Pair-Practice (TPP), students were able to progress in speech production in terms of speed, pausing and repair. However, despite the inclusion of prosodic training, pronunciation proved more elusive due to the wide range of prosodic features. Concentrating on pitch, duration, intensity and rhythm, a modest acoustic alteration was observed with a reduction in duration of function words and that of the unstressed syllable of content word, and a greater range in the pitch. It can be concluded that TPP was an effective tool but more focused prosodic training is required to alter Japanese mora-timing.

*Speech Production, Fluency, Pronunciation, Timed-Pair-Practice, Prosodic Training*

**Engaging ESL Learners Through the Game of Go***Daniela Trinks*

4/30/ 5 - 6 PM

Synchronous Session

Workshop (50 mins)**Multiple Skills****ABSTRACT**

Motivating ESL learners is a daunting task as exam-driven teaching requires drilling students to memorize vocabulary and grammar rules. Typically, TL materials cover unfamiliar topics from foreign countries which students can't easily relate to, thus impeding the learning process. Practical alternatives are urgently needed to overcome this challenge. This talk proposes to teach the East Asian board game Go inside the ESL classroom. It aims at demonstrating how ESL educators can design lessons on the game of Go that engage students actively.

As the basic Go rules are simple, learners can grasp them within five minutes and have immediate hands-on activities to experience the game themselves. In addition, there are many interesting facts (i.e., history, professional players, competitions) that you can utilize when developing TL materials.

In the first part of the workshop, we will elaborate on why this East Asian tradition is worth learning and what makes Go different from other board games. The second part of the workshop will focus on the basic Go rules, including some hands-on activities that you can easily use in your ESL classrooms.

*Board Game, Go, Baduk, Weiqi, Educational Values*

**English Language Ideology Reproduction and Revision by “Native” Speaking Teachers in South Korean Classrooms***Anita Greenfield*

4/30/ 2:30 - 3 PM

Synchronous Session

Research Paper (25 mins)**Applied Linguistics / Second Language Acquisition****ABSTRACT**

Since the 1970s, South Korean schools and universities have hired “native” speakers to aid with English education. Researchers have examined the results of this decision at the level of the classroom; however, little is known about the role these teachers play in English



language ideology formation and reproduction among the citizens of South Korea. This paper fills this gap through an examination of the representation and valuation of the English language by “native” speaking teachers working in South Korea. Data from interviews with English language teachers, focus groups with “native” speaking English teachers, and classroom observations of classes taught by “native” speaking English teachers were analyzed using Wortham and Reyes’ (2015) discourse analytical approach. Results showed that teachers upheld and reproduced both local and global ideologies of English, by locating English as either internal or external to Korea, juxtaposing English with “modern Western” values, and neutralizing the status of English. These results shed light on teachers’ role in the reproduction of local and global English ideologies and the global spread of English.

*English language ideology, classroom research, discourse analysis*

### **Exploring Flipped Learning Through Preservice Teachers’ Experiences and Perceptions**

*EunJeong Park*

5/1/ 3:30 - 4 PM

Asynchronous Session

Research Paper (25 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

This qualitative study explored preservice teachers’ perceptions of flipped learning in the post COVID-19 era. Thirty EFL preservice teachers participated in survey research; fifteen of them joined the interviews in this study. For data analysis, survey data were analyzed along with descriptive statistics (e.g., means, standard deviation, and percentage). Then, thematic analysis was used to analyze the interview data. Thematic analysis is a useful way in exploring recurring themes and patterns in qualitative research. The findings revealed that the preservice teachers deeply considered flipped learning useful for self-regulation and autonomy. They also discussed the advantages and challenges of flipped learning. In terms of online sessions for previewing, however, they perceived the need for instant feedback from their professor and interactions with their colleagues. Lastly, the preservice teachers argued that the online sessions before the class should be closely connected to their learning in class. Pedagogical implications are also discussed in this study.

*Flipped learning, English language education, teacher education, mixed methods research*

### **Exploring How to Improve Language Skills in a Language for Specific Purposes Course**

*Maria Teresa Martinez-Garcia*

4/30/ 3 - 3:30 PM

Asynchronous Session

Research Paper (25 mins)

**English for Specific/Academic Purposes**

#### **ABSTRACT**

The importance of courses on languages for specific purposes has gained more attention in foreign language departments. On the one hand, these classes have been shown to provide students with benefits that go beyond learning a foreign language, such as increasing students’ motivation and critical thinking. On the other hand, not only students, but the community as a whole benefit from these classes, as students are better prepared for their work they will have to do later on in a foreign language (for a review, Brown & Lee, 2015). For example, a doctor who has learned English for Medical Professionals can attend both English- and other language-speaking patients. However, not many departments are able to include such classes into their curriculums. Either they lack professionals versed into teaching such

courses, they do not have enough time to implement them in an already full curriculum, or they do not have the monetary resources to hire the appropriate instructors (Macedo, 2019).

This study explores the possibility of offering the same benefits as those gained through courses on languages for specific purposes when teaching a traditional foreign language class. Specifically, this study explains how a Spanish advanced debate class (proposed to help students reach an advance knowledge of speaking in Spanish) included materials traditionally found in a Spanish for the Science class (e.g., vocabulary activity or texts). Students gained in vocabulary, grammatical structures associated with the field of science and were ready to deliver a very coherent and solid debate on a difficult topic for them. Not only the benefits were found in how they delivered a speech on a topic related to sciences, but also the benefits transferred to their writing skills, when they were asked to write an argumentative text on this same topic. This presentation will also propose ways on how the techniques and materials traditionally found in a language for specific purposes course can be implemented into any foreign language classroom, specifically English as a foreign language.

#### REFERENCES

- Brown, H. D., & Lee, H. (2015). *Teaching principles*. P. Ed Australia.  
 Macedo, D. (2019). *Decolonizing foreign language education. The Misteaching of English and Other Colonial Languages*. NY: Routledge.  
*language for specific purpose, science, specific purpose*

### **Exploring Language, Culture, and Interculturality in Korean EFL Education Through Mediated Discourse Analysis**

*Gyewon Jang*

4/30/ 12 - 12:30 PM

Asynchronous Session

Research Paper (25 mins)

**Culture & Cross-/Intercultural Literacies & Communication**

#### ABSTRACT

Given its intertwined nature with culture, language is an undoubtedly significant vehicle that helps learners understand their interlocutors in intercultural communication. However, culture in EFL education is often used to distinguish and classify people regarding nationality, race/ethnicity, class, gender, history, and cultural activities and practices rooted in geographical categorization (Irani & Dourish, 2009; Kramsch, 2014). Within the framework of critical intercultural education (Dervin, 2020), this study investigates cultural and linguistic values and beliefs embedded in supplemental learning materials for Korean Grade 6 EFL students. Using mediated discourse analysis (Wells & Wong, 2012), this study analyzes hidden messages and meanings in multimodal semiotic systems within the material (i.e., an animated video clip). Findings reveal ideological values of English and Korean and the deficit view of non-Korean ethnic people. This study urges teachers, researchers, textbook makers, and other stakeholders to challenge the practice of the us-and-them dichotomy in Korean EFL education and develop interculturality among students and teachers.

*English, Korean, interculturality, critical intercultural education, Korean EFL education*

### **Five Forgotten Minutes for Creating a Positive Classroom Environment**

*Frederick Dunn*

5/1/ 9 - 10 AM

Synchronous Session

Workshop (50 mins)

**Motivation / Identity / Agency**

#### ABSTRACT

In accordance with Krashen's Affective Filter Hypothesis, I have developed a process of using a key moment of classroom time to lower students' affective filter. Many educators and students have experienced those bone chilling silent moments that occur 5-10 minutes

before class begins. Over the years, I have found that by engaging students during those brief 5-10 minutes before class begins, creates an environment that lowers students' anxiety, increases their motivation, and nurtures a positive attitude.

For this workshop, I will share five methods to engage your students during the 5-10 minutes before class starts. After discussing these five methods, participants in the workshop will be able to discuss and practice how they would implement the five methods to engage students before class starts. The five methods in theme are: music, games, names, follow-up inquiry, and humility.

*anxiety, motivation, attitude, engagement, relationships, rapport, speaking, conversation,*

### **Five Ways to Introduce Critical Thinking into the Language Classroom**

*Richard Harrison*

5/1/ 5 - 6 PM

Synchronous Session

Workshop (50 mins)

**Creativity / Critical Thinking / 4Cs**

#### **ABSTRACT**

Critical thinking is recognised as an important 21st century skill. But how can we introduce critical thinking into our busy language programmes? This

practical session demonstrates five ways we can do this. Firstly, we can introduce metacognition by getting students to think about their own thinking using guided discussion worksheets. Secondly, we can add flexible critical thinking tasks and activities using readily available sources such as scam emails, misleading advertisements, and misleading data to sharpen thinking skills. Thirdly, class debates are a valuable way of getting students to build strong arguments by supporting their opinions with evidence, reasons, examples, and sources. Fourthly, puzzles, riddles, and quizzes are invaluable for "training the brain". A final approach, easily introduced into a language classroom, is to add critical thinking 'value' to existing language exercises. We look at how higher-order thinking can be added to the teaching of vocabulary, grammar, syntax, reading, and academic writing.

*Critical Thinking, Materials, Classroom Activities*

### **Fulfilling a Dream: Two South Korean Students in Japan**

*Natasha Hashimoto*

5/1/ 4:30 - 5 PM

Synchronous Session

Research Paper (25 mins)

**Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

TESOL has been criticized as "traditionally [giving] more attention to the process of [language] acquisition than to the flesh-and-blood individuals who are doing the learning" (Kramsch, 2009, p. 2). At times, TESOL has also been labeled as suffering from monolingual bias (May, 2013; Meier & Conteh, 2014). The current study aims to contribute to the research on flesh-and-blood learners' translingual, transnational identities. The participants are two South Korean female university students studying in Japan. They use English, Japanese, and Korean regularly and are learning other languages as well. Having also lived in English-speaking countries, the participants have a transnational identity, which results in unique perspectives on their university life in Japan. The presentation focuses on their experiences in the classroom in Japan. I investigate how the students' investment in language learning (Norton, 1995, 2013) shapes their experience with education and language use in Japan as an Expanding Circle country.

*translingual, international students, study abroad*

**Group Drawing Activities 101***Eric Flynn*

4/30/ 4 - 5 PM

Synchronous Session

Workshop (50 mins)**Speaking / Conversation / Pronunciation**

## ABSTRACT

One of the first activities ESL teachers often learn to do with their classes is have students draw pictures in small groups, then present their projects in English. This is for good reason: Not only are such activities easy to implement, they also teach a variety of helpful peripheral skills such as teamwork and creativity. However, without proper execution, these activities can be chaotic for the teacher and unhelpful for the student. In this workshop, educators will be asked to reflect on their own experiences and ideas with group drawing activities, and share their insights with others. The session will build off participants' responses by incorporating them into a step-by-step system for teaching drawing activities (both in person and online) in a way that will maximize learning and minimize stress. Finally, time will be allocated for attendees to brainstorm ways they can use the workshop's techniques in their own classrooms. The workshop requires no special materials or preparation from the participants.

*art, drawing, creativity, group work*

**How Different Sequences of Engagement in Cooperative Learning Affect Students' Motivation***Tomoko Hashimoto, David McLoughlin*

5/1/ 12:30 - 1 PM

Asynchronous Session

Research Paper (25 mins)**Motivation / Identity / Agency**

## ABSTRACT

This study investigated the effects of different sequential arrangements of informal and formal cooperative learning (CL) on students' motivation, basic psychological needs, and perception of the value of CL in university classrooms. Students in two university EFL classes engaged in both types of CL in a different order. At the end of the study, they were asked to reflect on their CL experiences. Written student comments were collected and analyzed using KH-coder, a text mining system. Results showed that students who participated in formal, then informal CL, seemed to focus more on their lack of English language competence and were less intrinsically motivated than students in the other class. Students who engaged in informal, then formal CL, appeared to build feelings of peer compassion and have higher intrinsic motivation. Findings suggest that teachers should attend to the sequence of engagement when conducting informal and formal CL in university EFL classrooms.

*Motivation, Basic Psychological Needs (BPNs), Cooperative Learning (CL), EFL University Classroom*

**How Monolingual Teachers Can Run a Bilingual/Bicultural Story Time***Kyongson Park*

4/30/ 1:30 - 2 PM

Asynchronous Session

Research Paper (25 mins)**Teacher Education / Professional Development**

## ABSTRACT

This study presents how multi-language and culture-focused story time would support English learners develop their dual languages in early childhood education (ECE) settings. Monolingual teachers who are native English speakers at ECE are only using English and American Culture for English learners in their classrooms. Two monolingual teachers and two bilingual teachers participated in conducting a bilingual and bicultural story time while co-

selecting books and collaborating with the researcher. In the bilingual story time observation and practices, teachers showed the possibilities to well incorporate home language (e.g. Arabic, Spanish, Korean) with English and how to expose English learners to diverse cultures, which can be seen in their communities. Especially, how young children have been empowered listening and speaking their home languages and cultures at school. This research made teacher raise their awareness of the importance of language-focused education for young children and contribute to teacher education at ECE in Korea.

*bilingual story time, equity, language-focused, teacher education*

### **How to Include Justice, Debate, and Rhetoric in EFL Classes**

Stewart Gray

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha

**Critical Pedagogy/Perspectives**

#### **ABSTRACT**

The EFL classroom is a great place for students to ask and answer important questions and develop their language while doing so. The question is how can a teacher facilitate this? In this pecha kucha, the presenter will offer some handy guidelines based on his own experiences. These include how to frame important questions for students (justice), how to get them engaged with those questions (debate), and how they can be taught to argue more persuasively (rhetoric). This presentation includes an overview of the concept of justice (taken from "Justice" by Michael Sandel), which can inform the design of debate/discussion classes. It also includes an outline of the presenter's preferred approach to implementing pair/small-group debates in EFL classes with minimal preparation. Finally, the presenter will suggest an accessible way to teach students to argue more convincingly based on a 3-part definition of rhetoric: ethos, logos, and pathos.

*efl, justice, debate, rhetoric*

### **Ideological Shifts and Developing Language Identity in Afghanistan**

Michael Rabbidge, Abdul Saboor Zaheeb

4/30/ 3:30 - 4 PM

Synchronous Session

Research Paper (25 mins)

**Other Issues**

#### **ABSTRACT**

This presentation discusses how dynamic shifts in the global era influenced Afghan's willingness to invest in learning a new language, and how this investment is tied to issues of ideology, capital, and identity. This qualitative study employed narrative data collection techniques of narrative frames and semi-structured interviews to comprehend the experiences of Afghans who have lived through a relatively prosperous time in Afghanistan's recent history, yet who also face uncertainty due to sudden shifts in power that threatened the conditions which had allowed them to align themselves with more global ambitions. The participants were selected as they had all graduated with a degree in English, with most gainfully employed because of this degree. Discussions center on how societal power shifts in Afghanistan initially drove investment in learning English and aligned Afghans with western based ideologies and transnational identity positions. It also exposes how recent geopolitical upheaval impacts the perception of this investment and threatens the possibility of participants maintaining their positions as linguistic entrepreneurs.

*Identity, Investment, Ideology, Linguistic Entrepreneurs*

**Ideology Complexes in the South Korean Private Education Sector***Michael Rabbidge, Altyn Hallayeva*

5/1/ 9 - 9:30 AM

Synchronous Session

Research Paper (25 mins)**Motivation / Identity / Agency**

## ABSTRACT

The South Korean English education sector is constantly being pulled in different directions by an array of ideological shifts that are both local and global in origin. Although the ideological complexes that interact to create these shifts impact the actions ELT practitioners, they are often left unarticulated in ELT discourses. To better appreciate ideologies surrounding the English language in South Korea, this presentation discusses the beliefs of foreign and South Korean teachers of English who work in private academies. In-depth data was collected through the medium of bio questionnaires, narrative frames, and interviews. Results reveal how both sets of teachers were influenced by a complex of unacknowledged ideologies that included Confucianism, neoliberalism, and globalization. When interpreted through the notions of capital, investment, and identity, findings reveal further implications related to English language teaching practices, students' developing language identities, and possible changes in the future linguistic policy in the South Korean context.

*Ideology, ELT, Investment, Identity***Improve Speaking 50% in One Semester. By Speaking.***Gunther Breaux*

4/30/ 4:30 - 5 PM

Asynchronous Session

Research Paper (25 mins)**Speaking / Conversation / Pronunciation**

## ABSTRACT

This presentation has no theory, only primary sources. It is based on 10 years of Korean university freshmen conversation classes, with approximately 1500 students and 4500 conversation test transcripts. The conclusion is that if teachers will simply step aside and let freshmen speak, their speaking will improve at least 50%. Candidly, it is sinfully easy to improve their speaking ability, because candidly, their speaking ability is so low. All freshmen have had a decade of grammar-based English, and most cannot smoothly tell you what they had for lunch. For most of them, saying two self-composed sentences back-to-back would be a 100% improvement. There is absolutely no grammar, because attention to grammar in university freshmen slows down, inhibits, gums up, reduces speaking ability. This brings up the billion dollar question: Is real-world speaking ability an academic skill? YES. Clear confident speaking ability is the sign of an educated person.

*Conversation, speaking***Improving Employability Through Innovating the English Assessment Experience with Mobile Technology***Ian Matheson*

4/30/ 3 - 4 PM

Synchronous Session

British Council EnglishScore

Workshop (50 mins)**Assessment / Testing**

## ABSTRACT

British Council EnglishScore's innovative use of technology is helping thousands of students around the world to prove their English language skills through a convenient, affordable and secure mobile test and certificate.

Discover how a mobile English test powered by AI technology allows for greater accessibility and fairness, and offers cost savings to both institutions and students.

EnglishScore aims to improve young people's employability and career prospects by providing a quick and affordable way to prove their English language proficiency to future employers regardless of their location or background.

Note: This session includes a video introduction to EnglishScore followed by a live Q&A with representatives of the British Council.

*Mobile technology for English testing, technology-enhanced English assessment, innovative approaches to assessing language proficiency, English for Employability*

### **Incorporating Student Peer Evaluation Rating Feedback in the Calculation of Participation Scores**

*George MacLean*

4/30/ 10:30 - 11 AM

Synchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

A frequent criticism of using class time for student presentations is that students are only required to make their own presentation and then there is no quantifiable measure of the degree to which they further participate in such activities, for example, by critically evaluating other participants' efforts. The advent of Cloud Computing and more recently online education makes this fully possible; however, it requires certain knowledge about Forms and Spreadsheets. This presentation will explain how to use Forms and Spreadsheets toward that end. It is based on several years of experience where students' active participation during presentations was required and ultimately included as part of their participation grade. No previous knowledge is required for participants and better practices will be demonstrated step by step. Outcomes will include better knowledge of how to use Forms and Spreadsheets to empirically include student rater feedback to calculate their participation scores.

*Peer Evaluations, Cloud Computing, Google Workspace Applications*

### **Korean English Teachers' Professional Development Needs: National Survey**

*Taehee Choi, Hyun Jin Kim*

5/1/ 10 - 10:30 AM

Synchronous Session

Research Paper (25 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

This talk identifies Korean English teachers' (KETs) continuous professional development (CPD) needs, drawing on a three-country comparative study (South Korea, Japan and China) commissioned by the British Council. We start with a brief introduction to the comparative study and the national survey. We will then discuss KETs' current CPD practices, the reasons they engage in CPD and their perceptions of the existing provision. More importantly, we present KETs' CPD needs and factors that influence their decisions to participate in on- and off-line CPD. The large-scale study makes original contribution to research on CPD, generating insights into KET's CPD needs under the pandemic, such as desired contents and methods. The findings show the interaction between the context and the needs. We will make specific suggestions to better support KETs, which will help the government and CPD providers with designing and delivering CPD programmes, in Korea and beyond.

*English teacher CPD needs, online English teacher CPD preferences, Basic Education, Localisation of online CPD offers*

**Korean University Students' Vocabulary Learning Strategies in the 21st Century***Dennis Laffey*

4/30/ 12 - 12:30 PM

Synchronous Session

Research Paper (25 mins)**Vocabulary****ABSTRACT**

Foundational surveys of what vocabulary learning strategies English learners employ in their studies were completed twenty to thirty years ago. This presentation reports on a survey administered to 135 Korean university students to see if vocabulary learning strategies have shifted along with the shifts in technology and educational practices in the 21st century. The survey updated Schmitt's taxonomy of strategies to include modern technology options, then presented it to contemporary students. Results from the study were compared to Schmitt's results from the 1990s to look for differences in strategy use. Contemporary students seem more likely to employ vocabulary learning strategies, but newer technologies are used for meaning discovery much more than for vocabulary consolidation. Teachers should be aware of the changes in student vocabulary learning strategy implementation, and ways to use the findings to help students more easily learn vocabulary are presented.

*EFL, vocabulary learning strategies, learner behaviors, learner preferences, computer-assisted language learning*

**Learning From Teachers' Perceptions About Moving to Online Education During COVID-19***Daniel Dusza, Marina Goto*

5/1/ 12 - 1:30 PM

Synchronous Session

Workshop (80 mins)**Technology / Online Learning / CALL / MALL****ABSTRACT**

This workshop is based on the perceived strengths, weaknesses, and challenges of English teachers in Japan, who were compelled to conduct lessons online during the pandemic in 2020. Throughout Asia, educators believed they were prepared for teaching online. However, the situation in Japan revealed that experience, training, and attitudes towards teaching with technology can affect learning. This workshop first presents a comprehensive literature review of how teaching online influences pedagogy, working with technology, learning, participation, and communication. Then, problems and recommendations reported by Japanese teachers will be presented, and participants will be invited to discuss solutions based on their personal experiences with online education and from the theories presented earlier. Examples include a) recognizing the influence of synchronous and asynchronous activities on communicative competence, and b) how to monitor students' participation in virtual synchronous classrooms. This workshop provides professional development for solving technical and pedagogical challenges to teaching online worldwide.

*online teaching, CMC, social constructivism, technology pedagogy*

**MA and PhD Perspectives from University of Birmingham Students***Joanne McCuaig, Tom Jeffery*

University of Birmingham

5/1/ 4 - 5 PM

Synchronous Session

Panel Discussion (50 mins)**Other Issues****ABSTRACT**

In this 50-minute interactive panel discussion, 2 MA graduates and a current PhD student will share their perspectives and answer questions related to: being distance based graduate students. We will share our journeys to becoming students; along with tips, suggestions, and workarounds for successful learning and research during Covid. We will also



discuss if attending graduate school is the right choice (hint: it's not for everyone and there's some good reasons for/against). We will also explain some of the actions we've taken to understand and further Diversity, Equity, Inclusion, and opportunities for Open Scholarship. We welcome questions from attendees and look forward to creating a welcoming session with thought-provoking takeaways for attendees.

*Graduate School, Masters Degree, PhD, Research*

### **Machine Translation: Friend or Foe?**

*Rachelle Meilleur*

5/1/ 12 - 12:30 PM

Synchronous Session

Research Paper (25 mins)

**Other Issues**

#### ABSTRACT

Teachers have dealt with different types of plagiarism issues over the years, but recently machine translation (MT) programs such as DeepL or Google Translate have changed the game for many. While no one would argue the benefits of using MT in everyday situations, the issues are not so clear cut when it comes to language learning. How much MT is acceptable, especially within a writing or research course? Should MT be considered the same as other types of plagiarism, with the same types of penalties? This researcher and her colleagues have struggled with these issues and have come up with a variety of techniques and suggestions to help students, teachers, and administrators navigate them. These include guidelines and resources for both teachers and students, especially in terms of knowing when to use MT, how to identify it, protocols and policies for transgressions, and more.

*Machine Translation, Plagiarism, Writing*

### **Making Friends with Machine Translation: A Hands-On Approach**

*Joel Rian, KIO IWAJ*

5/1/ 1 - 2:30 PM

Synchronous Session

Workshop (80 mins)

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

#### ABSTRACT

As Susan Jones, a translation teacher at Kobe College, put it: machine translation (MT) is "here to stay." As technology improves, it is becoming harder for teachers to detect it or to prevent it in student-generated texts. The tendency for teachers to resist MT may come from a fear that learning is minimal when students unquestioningly trust MT output. This presentation proposes helping our students work with MT in order to benefit their learning as well as their writing. In this workshop, participants will first experience different types of MT apps and discuss the differences. We will then consider the limitations of MT with respect to cultural differences and new or specialized terminology. Finally, we will discuss ways to help students help themselves in class. As time allows, the audience will have the chance to bring their own texts to be translated and discussed.

*machine translation, MT, feedback, writing*

### **Money Drives Modern Life, so Why Not Utilize Economics-Driven Content?**

*John Breckenfeld*

5/1/ 4 - 5 PM

Synchronous Session

Workshop (50 mins)

**Content-Based Instruction (CBI) / EMI / CLIL**

#### ABSTRACT

Money may be the most relatable topic we can present to students. With tuition, food, housing, inflation, clothes, entertainment, etc., we are inescapably bound to the economy. But

instead of embracing modern capitalism, this workshop will show how economics-based lessons can exist within the paradigms of ethics, civic responsibility and environmental justice - as well as simple pleasure shopping. Fortunately, podcasts - a highly practical, comprehensive, accessible medium - offer a cornucopia of compelling content. Since spring 2020, I have utilized podcast-centered economics content, completely in English, during classroom activities, homework assignments, quizzes and even summative assessments. While aided by proper scaffolding, students have delivered convincing results. During the workshop, I will detail the effective implementation of high stakes midterm and final exams created entirely from the contents of 10- to 20-minute economics-themed podcasts. Then, attendees will discuss the topic in small groups, followed by a whole group wrap-up discussion.

*Content-Based Instruction, Economics, Critical Thinking, Environmental Justice, Motivation*

### **Multilingual Learners: Why Do We Need to Use the Right Terminology?**

*Keirah Comstock*

5/1/ 9 - 10 AM

Asynchronous Session Dialog/Roundtable (50 mins)

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

#### **ABSTRACT**

Over the last two decades, the United States has increased their population of K-12 students for whom English is not their first language. Many educators and administrators have referred to these students as English language learners (ELLs), English as a Second Language Learners (ESL), and/or Limited English proficient students (LEPs). However, based on the terminology, these descriptions are misrepresentations. I argue that students who speak more languages than just English or students who speak their native language but are not yet fluent in English should be referred to by educators as Multilingual Learners (MLs). Using the term ELLs has implied misconceptions of students' equity and can lead to misrepresentation in the classroom. Through this dialog in this conference, I would like to converse about how other scholars think about K-12 students who speak more than one language and create support for Multilanguage Learners by using the correct terminology globally.

*Multilingual Learners, Teacher Education, Terminology*

### **Navigating Through the Discipline as Novice Researchers: Citation Practices in Academic Writing**

*Zsuzsanna Mikecz Munday*

5/1/ 3 - 3:30 PM

Asynchronous Session Research Paper (25 mins)

**Writing**

#### **ABSTRACT**

Using citations effectively and incorporating secondary sources in academic writing add credibility to the author and help avoid plagiarism. Selecting and integrating academic material in one's argument requires careful analysis and evaluation of texts, analytical thinking and critical reading skills, as incorrect practices often lead to violation of academic integrity or false interpretation of the original texts. Students are aware of the importance of citing sources correctly, yet its complexities present numerous challenges. The study investigates first year undergraduate students' citation practices in an Academic Writing course at an American university in the UAE. Surveys were conducted with 72 students of various nationalities and academic majors taking the course to identify areas where they struggle with citing sources. Findings also reveal that through their experiences they not only appreciate the importance of academic integrity and research but also critical reading analysis and the construction of

cogent arguments. However, in order to master the skills of using citations correctly, students require teachers' constant support and reinforcement.

*Citation, Academic Writing, Academic Integrity, Undergraduate Students*

### **Online Flipped Learning Approach for Improving Communicative Competence, Collaboration and Student Engagement**

*Daniel Dusza, Marina Goto*

5/1/ 4 - 5:30 PM

Synchronous Session

Workshop (80 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

This workshop presents Helaine Marshal's (2017) Synchronous Online Flipped Learning Approach (SOFLA), developed specifically for online and hybrid classes. The presenters have adapted the SOFLA framework in Online F2F school and hybrid college curriculums and online Business Managers' Courses. SOFLA has been beneficial in improving student autonomy, participation, and independent communication. The workshop will first discuss what kind of activities should be moved out of class and what should be practised during class to maximize comprehension, retention, collaboration, and communicative competence. Participants will then be encouraged to share their curriculum limitations and discuss solutions. Finally, examples of using technology to monitor student participation and interaction covertly and provide formative assessment are presented. This workshop demonstrates the benefits of the SOFLA framework, how lesson time can be more effectively used for communication and how the roles of teachers and students change throughout the SOFLA process.

*Online, Flipped Learning, Formative Assessment, Communicative Competence, CALL*

### **Online Speed Reading: The Fastest Way to Improve Reading Fluency**

*Paul Goldberg*

4/30/ 5 - 6 PM

Synchronous Session

Workshop (50 mins)

**Reading**

#### **ABSTRACT**

Being able to read fluently is important for any language learner. It may be helpful for their academic achievement, career advancement, or improving their general language proficiency. One of the most effective and efficient ways for students to improve their reading fluency is by engaging in a dedicated speed reading course such as those advocated by Paul Nation (Nation, 2018). These courses are available for students at all ability levels. However, such courses are challenging to implement because they typically involve a textbook specifically created for speed reading, and require students to track their reading time, calculate their reading speed and report their progress. While these print resources are useful, an online system that can calculate a student's reading speed and track their progress automatically would provide significant advantages for both students and teachers. In this practical workshop, the presenter will discuss and demonstrate several free and commercial online speed reading applications which the participants can try out for themselves.

*reading fluency, online resources*

**Paving the Way for Communicative and Professional Development in ESP***George Kokkolis Papadopoulos*

5/1/ 5 - 6 PM

Synchronous Session

Workshop (50 mins)**English for Specific/Academic Purposes****ABSTRACT**

The 21st century ESP learner is required to demonstrate a broad range of communicative and professional skills in their chosen field or vocation. In order to facilitate the development of such skills, ESP instructors must be aware of the specific communicative needs of their students, while also taking into account the growing importance of soft skills in the modern workplace. This session will focus on practical ways to engage ESP learners in communication skills and soft skills required to help them succeed in their professional environment. Special attention will be paid to the implementation of these strategies, which include scaffolding techniques, use of authentic and specific materials (including both digital and print) in addition to the integration and use of functional language and topic specific vocabulary.

*skills, communication, 21st century, esp, work skills, vocational skills, career*

**Peer Editing and Feedback in L1***Naoko Kato*

4/30/ 12 - 1 PM

Synchronous Session

Dialog/Roundtable (50 mins)**Writing****ABSTRACT**

What importance might L1 peer feedback have for L2 learners? Olshtain (2001) has argued the importance of clear, organized feedback as crucial for the succeeding draft (quoted in Yuce and Atac, 2020). This leads to a discussion on determining the appropriate stage of communication in L1 or L2 to promote a learner's development. Other researchers (see Hyland & Hyland (2006); Franklin (2010)) suggest that peer editing in L1 avoids possible misunderstandings while developing crucial social skills. Should such skills be a goal in peer editing? The presenter will share classroom action research and invites participants to share their own insights.

*mother tongue, peer feedback, writing process, communicative classroom*

**Perceived Efficacy of Content and Language Integrated Learning Across Academic Subjects***DANIEL SAVAGE*

4/30/ 10 - 10:30 AM

Synchronous Session

Research Paper (25 mins)**Content-Based Instruction (CBI) / EMI / CLIL****ABSTRACT**

Teachers in Korea commonly integrate academic subject content and language teaching, an approach whose efficacy has not yet been firmly established. This presentation will explain a research project on perceived efficacy of different academic subjects used in content and language integrated learning (CLIL). The project targeted both current and former students of a public Korean high school CLIL program and examined their perceptions of CLIL efficacy across six subject categories. A quantitative survey approach was employed to collect data from a large number of students (N = 123). The collected ordinal data was analyzed using non-parametric statistics, revealing multiple significant differences with large effect sizes ( $r$  equivalent  $> .9$ ) in perceived efficacy among pairwise comparisons of the academic subjects. The presentation will also outline how these initial findings will be valuable to teachers and

program designers and present paths for additional research necessary to establish CLIL efficacy for the Korean context.

*Content and Language Integrated Learning (CLIL), Secondary Education, Subject-Specific Differences, Student Perceptions, English-Medium Instruction*

### **Prosody Interventions 101 in the Online or Offline Speaking Fluency Classroom**

*Julia Christmas*

4/30/ 10 - 11 AM

Synchronous Session

Workshop (50 mins)

**Speaking / Conversation / Pronunciation**

#### **ABSTRACT**

Although there is sufficient research supporting the usefulness of helping students to become more intelligible with speaking, until recently, few teachers offered direct instruction of pronunciation beyond the syllable level. Increasingly, more instruction is being offered, however, due to lack of confidence or practical training, teachers continue to shy away from dealing with pronunciation in their classrooms. This workshop is meant to fill some of the gaps in training and build interest in interventions with pronunciation. The presenter will demonstrate how to use short readings and listening passages to teach prosody (particularly suprasegmentals). The methods used have been implemented at high school, university, and with adults (CEFR A1~C1). Preliminary data point to a deepening of student understanding of the tendencies inherent in English speaking, increased ability to catch the topic and main ideas while listening, improved awareness of own weaknesses, and greater motivation to improve own intelligibility.

*pronunciation, prosody, suprasegmentals, listening, speaking, comprehensibility, motivation, student confidence, teacher confidence*

### **Real World English: Negotiation Skills for Intercultural Conflict Resolution in ELT**

*Cheryl Woelk*

4/30/ 2 - 3 PM

Synchronous Session

Workshop (50 mins)

**Peacebuilding / Peace Studies / Peace Linguistics**

#### **ABSTRACT**

Many English language classes intentionally avoid activities that might elicit interpersonal conflict in efforts to create a comfortable learning environment. In the real world, however, learners often encounter such situations requiring intercultural negotiation skills to resolve conflicts in English with confidence and accuracy. Fortunately, negotiation skills such as active listening, brainstorming, evaluating and agreeing on solutions build on routine ELT activities such as interviewing, paraphrasing, collaborating and problem-solving. Framing these types of ELT activities as conflict resolution skills allows learners to broaden their strategies to effectively address conflict in English in class and beyond. In this workshop, educators who have integrated negotiation and ELT skills in these ways will share activities, materials and stories. Participants will reflect on encounters with intercultural conflict, complete a practical learning activity to help learners apply their English communication skills to conflict resolution, and share how they might design similar tasks in their own settings.

*conflict resolution, negotiation, intercultural communication, integrated skills, learner engagement*

**Reflecting on Listening: Learner Insights from Metacognitive Journals***Naheen Madarbakus-Ring*

5/1/ 10:30 - 11 AM

Asynchronous Session

Research Paper (25 mins)**Listening****ABSTRACT**

Learners encounter common L2 listening difficulties, such as time commitments, repeated mistakes, and activities in their lessons. Research suggests that journals can help learners reflect on their performance, plan their approaches to listening, and help learners attend to their real-time listening difficulties.

This study analyzed 60 Japanese university learners' listening journals to understand their out-of-class listening selections. Learners completed one homework journal for five weeks, using metacognitive knowledge prompts to reflect on their listening selections, task ease and difficulties, and their listening goals.

The results showed that learners selected familiar listening resources. Learners reported that familiar accents and listening texts with visual aids were beneficial, while speed and unfamiliar topics contributed towards listening difficulties. Learners' reported listening for key words, manipulating the speed, and listening in sections as goals in their future listening lessons. The presentation concludes by outlining how to use learner journals in listening lessons for educators to use in their own classrooms.

*Listening, Journals, Metacognitive***Re-imagining ClassDojo as a Learner Friendly, Adaptable Learning Management System***Meagan Kaiser*

4/30/ 3 - 4:30 PM

Synchronous Session

Workshop (80 mins)**Technology / Online Learning / CALL / MALL****ABSTRACT**

A simple to use, organized, and welcoming learning management platform is something many of us have sought out during the pandemic in hopes of creating greater stability and connection. Though it was never intended to be an LMS, re-imagining ClassDojo to function in this capacity has turned out to be a solution worth sharing. During the workshop, attendees will learn from classroom experience over the last two years about how ClassDojo can be set up effectively as an LMS and how the tools on the platform can be used to support neurodiversity and rapport between students and teachers. Attendees to this workshop will have an opportunity to try out the student view for themselves to get a feel for what it would be like to use ClassDojo as a learner, and will have a chance to create their own class on the platform during the session.

*LMS, learner accommodation, neurodiversity, online learning, ed tech***Reviewing Narrow Reading for Incorporating Informal Learning into Classrooms***Hsiu-Pin Cheng*

4/30/ 1:30 - 2 PM

Synchronous Session

Research Paper (25 mins)**Informal Learning / Affinity Spaces / Communities of Practice****ABSTRACT**

In this digital age, the way of language learning has been undergoing profound changes. When students have easy access to the many learning options outside classrooms, the choice of materials for classroom teaching and the role of teachers have become a question worth re-considering. To explore the possible incorporation of informal learning into classroom teaching, this paper revisited narrow reading with online news articles. Both running

and concurrent news articles were selected, and their vocabulary recycling rates were inspected and checked with major corpora. The results showed that concurrent news articles are better at yielding a vocabulary recycling rate that meets the lexical learning threshold within an article-length suitable for classrooms. The finding suggests that concurrent news articles serve as effective feeding materials for vocabulary learning. Also provided are proposed class activities that aim to increase students' ownership of the learning process and to ensure their learning is effective and systematic.

*narrow reading; vocabulary threshold; informal learning;*

### **Scaffolding in the Margins: Using Digital Tools to Annotate and Collaborate**

*Garrett DeHond*

5/1/ 3 - 4 PM

Synchronous Session

Workshop (50 mins)

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

#### **ABSTRACT**

Instructors are aware of all manner of digital tool affordances and the benefits of blending learning practices, but how often do they use these to collaborate with students? As presentations or handouts can be shared, they can also be annotated and developed in community. This workshop encourages instructors to revisit how they employ scaffolding and collaborating in unison as they share various materials online with students. The workshop briefly reviews some principles of digital scaffolding, including theorized benefits and constraints, and then presents examples of online collaborative tools that allow students to not only access instructors' materials and notes, but even work with peers or instructors together in the same space. Examples will include digital word processing suites, digital drawing programs, and web browser annotating extensions.

*Instructional Scaffolding, Blending Learning, Digital Tools, Web-Based Tools*

### **Second Language Online Teaching in K-12: Challenges and Recommendations**

*Kyongson Park*

4/30/ 2 - 2:30 PM

Asynchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

This study examined how teachers of Korean as a second language in the U.S. adapted to online teaching during the pandemic. At a Korean Heritage language school located in the US, qualitative data including survey (n=11) and follow-up interview (n=8) of teachers were collected and analyzed. Teachers shared their own perceptions and practice on using target language only (Korean) or using English in their classrooms. In the preliminary results, this study shows the dynamics of online teaching depending on different age group and the proficiency level of Korean. Especially, depending on the grade level of students, teachers need to use different strategies depending on their motivation and interests in learning Korean. With teaching experiences, teachers showed different use of languages. For older students, using English was beneficial while parents' support was helpful for younger students. Findings indicate that learner variables such as age, proficiency, and language use affected teachers' decisions.

*Online Teaching, Korean, Second language, English*

**Selecting, Grading, and Teaching TED Talks-Based Listening Lessons***Naheen Madarbakus-Ring*5/1/ 5 - 6 PM Synchronous Session Workshop (50 mins)**Listening**

## ABSTRACT

This presentation offers a three-step pedagogic framework for fellow educators to develop academic listening lessons. First, practice selecting suitable TED Talks using an aspects checklist that compares the resource to academic lectures. Second, create vocabulary profiles for the chosen TED Talk to develop lists that are suitable for learners' levels. Thirdly, choose from different listening activities to help learners build on their background knowledge about the TED Talk. The presentation will focus on using listening journals to develop learners' metacognitive knowledge and critical reflection that help them to plan and carry out more effective listening. Real class examples will demonstrate how to use these approaches when teaching listening. These lesson planning approaches will illustrate how we can select a suitable resource, grade the vocabulary for learners, and develop activities to use with our chosen selections in listening lessons.

*Listening, Pedagogy, TED Talks***Taking and Making it Personal: Life Writing in Adult ESL Instruction***Demet Yigitbilek*5/1/ 9:30 - 10 AM Synchronous Session Research Paper (25 mins)**Writing**

## ABSTRACT

Deficiency-oriented attitudes are still common occurrences despite emphasis on linguistic and cultural diversity. Promoting inclusivity in learning, Herrera (2016) proposes "biography-driven instruction" emphasizing the power of students' assets. Though her work is intended for young learners' biliteracy, I argue the tenets can be used as framework for more equitable adult ESL instruction to build off of learners' "funds of knowledge" (Moll et al, 1992). In this theoretical paper, I detail an approach I call "autobiography driven instruction" where L2 writing instruction can foster inclusivity through life writing by acknowledging diverse linguistic and cultural backgrounds as assets, drawing from rich lived experiences and tapping into multi-competencies. In doing so, I draw from life writing scholarship, give practical examples in using a wide range of life writing genres, and emphasize how it can help often-underrepresented students like L2 learners "position themselves at the center of scholarly discourse rather than at the edges" (Viray, 2018).

*adult, ESL, life writing, inclusivity***Teach Business English Responsibly: Case Studies for Social Responsibility and Sustainable Development***Travis Past*5/1/ 1 - 1:30 PM Asynchronous Session Research Paper (25 mins)**Task-/Project-Based Learning (TBL/PBL)**

## ABSTRACT

This presentation reports on a newly implemented Business English curriculum utilizing business case studies focused on corporate social responsibility (CSR) and the U.N.'s Sustainable Development Goals (SDGs). Seven intact 'Career English' university classes participated in a semester-long course following the new curriculum. Preliminary findings show that the course increased student motivation, interest, and engagement, as well as practical knowledge of business English and the ability to communicate in business settings.



Grounded in task-based language teaching, case studies require learners to critically analyze real-life problems faced by companies, develop feasible solutions, and suggest courses of action. In the language learning classroom, this method gives participants the opportunity to enhance communication skills, negotiate meaning, learn business discourse and correspondence, and critical thinking. Furthermore, case studies meaningfully integrate content and language learning. For this course, learners were asked to investigate a company's CSR policies and propose solutions that contribute to the SDGs.

*Business English, Case Study, Corporate Social Responsibility, Sustainable Development Goals*

### **Teacher Role in Decreasing Student Anxiety in the Language Learning Environment**

*Miriam Guadalupe Vasquez, Lidija Elliott*

5/1/ 10 - 10:30 AM

Asynchronous Session

Research Paper (25 mins)

**English for Specific/Academic Purposes**

#### **ABSTRACT**

Foreign Language Anxiety is known to interfere with the acquisition, retention, and production of the target language. Based on a previous study conducted on language learning anxiety, which investigated anxiety-causing activities as well as student beliefs, it was determined that the teacher plays a key role in helping students mitigate foreign/second language anxiety in the classroom. Therefore, the aim of this study was to investigate student beliefs on the role of the teacher in decreasing feelings of anxiety and determine how teachers can better assist students to overcome these anxieties. The findings revealed that a teacher's relationship with students is a major component of a student's academic success and emotional well-being. The study conducted followed the qualitative method of research, with participants consisting of 1st and 2nd Year university English majors, in a communicative course.

*foreign language, classroom anxiety, teacher role, university students, communicative English*

### **Teachers Helping Teachers Teach for a Better World**

*Rob Dickey*

5/1/ 11:30 - 12 PM

Asynchronous Session

Research Paper (25 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

"No man is an island" it was written. Ignoring the dated language, the sentiment was for community-building. While many in the ELT world pursue improvement in their own classroom, "it takes a village to raise a child." Here I will argue for the teaching village, supporting each other, to raise standards and support teachers. There will forever be novice teachers, and in Korea, that can mean those with minimal or no training/education in the field (I was one). As a "Community of Practice" -- Teachers Helping Teachers -- we can educate and support teachers to meet professional standards. This paper will explore cases of teacher organizations around the globe, particularly in EFL settings (emerging circles of English), and how a teachers' organization can support teachers, and how teachers can support organizations that support teachers. Conferences/Seminars are only the beginning! Combining our scholarly literature, contacts with other TESOL-type teacher associations, and surveys of members and stakeholders in ELT around the world provides invaluable insights often missed in narrower perspectives. The ultimate outcome in contemporary ELT is not simply students learning English, but improving society through English teaching. More than grammar, vocabulary, and pedagogy. Teachers and organizations of teachers can make that happen.

*teacher, community, standards, support,*

### Teaching English Listening and Speaking Through Service-Learning in Southern Thailand

Monaliza Mamac, Titmonyneat Chalk

5/1/ 3 - 3:30 PM

Synchronous Session

Research Paper (25 mins)

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

#### ABSTRACT

The study reports on a service-learning project of psychology students at a university in Southern Thailand under an English listening and speaking course. The learners created a set of multilingual materials addressing the issues of their local communities, deploying the CREDIBLE approach and Positive Discourse Analysis, a complementary approach to Critical Discourse Analysis. The project addresses online-learning stress among university students by analysing the discursive strategies employed by successful campaign materials engaging in similar issues. A survey of online-learning primary stressors was also conducted. The discourse analysis and survey findings were used in the students' designs. The materials were a set of multilingual informational posters on stress and a relaxation video for managing stress. The learners demonstrated their spoken English skills through constant negotiations and oral academic reports. The paper serves as a viable resource for integrating service-learning in English listening and speaking skills.

*service-learning, project-based learning, discourse analysis, problem-based learning, listening and speaking skills*

### Teaching Online: How Does the New Zealand Experience Match International Experiences?

Tim Edwards

5/1/ 4 - 5 PM

Asynchronous Session

Pecha Kucha

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

#### ABSTRACT

This presentation is based on the teaching and learning online experience of teachers and adult learners in New Zealand and Asia during the first two years of the Covid-19 pandemic. It reviews recurring themes from teacher and student feedback regarding programmes focusing on English for Specific Purposes (Academic Skills, Leadership, and Sustainable Development), taught by staff from a university in New Zealand. It compares programmes taught online with minimal/no planning in early 2020, with those formerly face-to-face taught online in 2020- with a few months' warning. It compares our experiences with those reported by practitioners and researchers worldwide, making use of local research and international publications.

Comments include what goals students and teachers felt have been achieved with the online programmes, and how they were achieved. The presenter makes suggestions for the future regarding infrastructure, schedules, 'overloading', and staff/student familiarity with the use of both software and hardware.

*Online, Future-Proofing, Pandemic Experience*

### Teaching Prepositions in a Modern Grammatical Context

Brett Reynolds

4/30/ 10:30 - 11 AM

Asynchronous Session

Research Paper (25 mins)

**Grammar**

#### ABSTRACT

Many mistaken ideas still plague our grammar books and lessons today. Here, we present the case of prepositions. As early as the 1700s, a few grammarians had realized a

deep flaw in the way we think about these words. The fundamental flaw, applying across most frameworks, is in the idea that a preposition must have an object NP as its complement.

Our reanalysis, based on that of the Cambridge Grammar of the English Language, vastly reduces the number of subordinators and also significantly cuts the number of words like “before” which have wrongly been said to be adverbs here, prepositions, there and subordinators elsewhere. This understanding allows teachers and students to leverage strong commonalities that apply across all PPs, commonalities that we set out.

We acknowledge that this shift in thinking can be tricky for teachers who may expect it to be confusing for students too. We clearly show that this system is in fact much simpler, both to teach and to understand.

*prepositions, grammar*

### **Technology in CLIL Model United Nations Preparation and Simulation**

*Lori Zenuk-Nishide*

4/30/ 5:30 - 6 PM

Synchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

This presentation will outline a description, rationale and analysis of the historical evolution of technology use in CLIL project-based Model United Nations (MUN) team taught ELF (English as a lingua franca) classes at a Japanese university that includes participation in a simulation with students from other universities in and outside of Japan. In a MUN experiential learning program, students gain knowledge in the workings of the United Nations (UN) as well as contemporary international issues. It provides students with a forum to develop and use skills in diplomacy, negotiation, critical thinking, compromise, public speaking, academic writing, and research. MUN during the COVID pandemic has changed from technology enhanced to technology dependent. Technology for a combination of asynchronous and synchronous learning has increased the quality and quantity of interaction between students, instructors, and content as students in the preparation process and simulation need to become active learners, participants, and contributors.

*Model United Nations, Technology, CLIL, Project-Based Learning*

### **Test Validation Issues in Remote L2 Assessment**

*Scott Walters*

5/1/ 1 - 1:30 PM

Synchronous Session

Research Paper (25 mins)

**Assessment / Testing**

#### **ABSTRACT**

With the coronavirus pandemic that began in early 2020, there has come a heightened need for remote, “at-home” assessment of L2 ability. Yet for the use of online L2 test methods to succeed in terms of validity (Messick, 1989; Kane, 2006; Chapelle, 2012), it is necessary to review and modify theoretical constructs undergirding emergent assessments. Aiming to offer workable test-development guidelines during a pandemic that has challenged the well-being of L2 learners and TESOL professionals worldwide, this paper will analyze a number of models and frameworks of L2 ability (e.g., Canale and Swain, 1980; Bachman and Palmer, 1996; Celce-Murcia, Dornyei, and Thurrell, 1995; Hall et al., 2011; Pekarek Doehler, 2018), offering critical appraisals of their usefulness vis-à-vis both validation principles and practical constraints of online assessment. Analyses will be complemented by a qualitative examination of interactive data from an online version of a test of L2 oral pragmatics undergoing development.

*Online assessment, test development, validity, pandemic*

**The “Why” and “How” of Student Presentations - Two Distinct Approaches***John Breckenfeld, Chris Kobylinski*

4/30/ 11 - 12 PM

Synchronous Session

Workshop (50 mins)**Materials / Course / Curriculum Design****ABSTRACT**

Presentations are essential in the real world, and developing presentation skills is fundamental in ELT. This workshop features two distinct approaches to presentations utilized by two colleagues from the same department, who both teach Communicative English. Despite having the same student numbers and departmental requirements, each presenter may capitalize on individual strengths to maximize pedagogical goals and student learning outcomes. Ultimately, their students have engaged with two highly different presentation formats: 1) individual with traditional presentation structure, and 2) group with the highly structured framework of PechaKucha. During this workshop, each co-presenter will briefly describe how student presentations are integrated into their lessons. Then attendees will break into small groups to discuss their experience with student presentations and consider potential applications of the methods explained. Ideally, attendees will leave the workshop with a clearer understanding of why and how they incorporate student presentations into their curriculum.

*Presentations, Teamwork, Assessment, PechaKucha, Pedagogy*

**The Benefits of Doing Extensive Reading with Xreading***Paul Goldberg*

5/1/ 2 - 3 PM

Synchronous Session

Workshop (50 mins)**Reading****ABSTRACT**

Xreading is the only digital library in the world that provides unlimited, simultaneous access to over 1500 graded readers from major ELT publishers including CUP, Cengage/National Geographic and Macmillan. It was created to give students unlimited access to graded readers, and make it easier for teachers to implement and manage extensive reading programs. Besides books, Xreading also has audio narrations, quizzes, character lists, glossaries, journals, and a timed reading component, all to enhance the reading experience for students. Xreading also benefits teachers because it allows them to track and assess their students' reading progress, including the number of books read, words read, reading time, reading speed, and quiz results. With all of the tracking, Xreading is an ideal tool for doing research in extensive reading. In this workshop, the founder of Xreading will give a demonstration of the system and preview some features coming later this year.

*extensive reading, online learning*

**The Dictoquiz: a new adaptation to an old approach***Joshua Cohen*

4/30/ 1 - 2 PM

Synchronous Session

Workshop (50 mins)**Speaking / Conversation / Pronunciation****ABSTRACT**

Language teachers far and wide have utilized dictation activities in their classrooms for centuries. Despite the technique's popularity, only a few variations have emerged over the years (dictocomp, dictogloss, etc). This presentation will begin with a brief explanation why and how dictation works and outline some of the benefits associated with doing it. Next, participants will have a chance to learn a progressive new adaptation to dictation they can use as a form of assessment or as a stand-alone classroom activity. Finally, participants will have

a chance to react to what they heard and saw and make comments or suggestions to its implementation in the modern language classroom.

*dictation, teaching, testing, classroom activity*

### **The Effect of Anxiety on SLA Through Double Case Study**

*Miori Shimada*

5/1/ 12 - 12:30 PM

Synchronous Session

Research Paper (25 mins)

**Motivation / Identity / Agency**

#### **ABSTRACT**

Anxiety has long been known to impact the processes of second language acquisition in salient ways (Horwitz, Horwitz & Cope, 1986; Dörnyei & Ryan, 2015). Anxiety is clearly one of the most important emotional issues that face L2 learners, and research is needed to understand its impact. The current study sought to investigate 2 Japanese university students' emotive states through language learner diaries and semi-structured interviews. The duration of the study is one semester (5-6 weeks) for each participant, and the research specifically examines the influence of anxiety on the participants' language learning experiences, the influence of key persons, and their overseas experiences. The results revealed that some key factors such as adequate comprehension and frequent interaction with foreigners were necessary to overcome their language learning anxiety. Attendees to the presentation will be able to gain insights into both positive and negative factors that can affect anxiety for L2 learners.

*SLA, anxiety, Japanese university EFL*

### **The Effects of Biweekly Videos on L2 Speaking Anxiety**

*Nicole Moskowitz*

5/1/ 1:30 - 2 PM

Synchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

Flipgrid is a smartphone application and website which allows for private video creation, uploading, viewing, and replying. It is popular with teachers as they can assign speaking practice for homework, monitor student videos, modify topics, easily upload class information, and is free. Students can practice, personalize, and post their own videos which gives them the locus of control, as well as listen to and reply to their classmates' videos. Using technology as a medium of communication has been a method which promotes willingness to communicate and decrease anxiety as AbuSeileek (2012), Baralt & Gurzynski-Weiss (2011) and Reinders & Wattana (2014) have found. However, none of these studies have focused on student-created videos. If students cannot produce output, they will be unable to fully engage in language development (Gregersen, MacIntyre, & Meza 2014) and speaking anxiety increases. Considering this, how does creating and watching videos affect learners' speaking anxiety? To investigate this question, six EFL classes (n=135) from a private Japanese university made five Flipgrid videos every 2-3 weeks over a 15-week semester as well as watched classmates' videos. These videos were related to their textbook topics, with students being allowed to plan or not, depending on their preference. A questionnaire was created with selected questions from the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), and The Shortened Scale of Second Language Listening Anxiety (Kimura, 2017). This new questionnaire concerned L2 speaking anxiety and was translated into the students' L1. Both the experimental group and the control group (n=147) were given the questionnaire as pre- and post-tests, however the experimental group also had questions about using Flipgrid. It was found that using Flipgrid significantly reduced certain aspects of anxiety. In this

presentation, I will discuss the research project and how speaking anxiety was affected by this technology use.

*Web, Online Learning, CALL, MALL, speaking, anxiety, fluency development*

### **The Effects of Learning Style on Mobile AR-Facilitated Chinese Character Learning**

*Yi-chen Chen*

5/1/ 2:30 - 3 PM

Synchronous Session

Research Paper (25 mins)

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

#### **ABSTRACT**

The logographic nature of Chinese language lead CFL learners to rate Chinese character learning the most difficult. Yet visual effects displayed by Augmented Reality technology may accelerate cognitive processing of images, or logographs, of character figures. This study investigates the effect of applying a mobile-based AR application on the beginning level CFL learners' Chinese character learning; the learning styles of CFL learners were cross-examined with the learning effects to determine the potential of AR. Twenty-eight novice CFL learners were participated, receiving 6 weeks of AR learning experience. A mobile-based AR application were developed, containing 24 Chinese characters which were selected and grouped based on their shape similarities and radicals. The learning effects were determined by comparisons between a placement pretest and a retention posttest. The VARK questionnaire were used to determine individual learner' learning style. Results explored the effect of using AR in learning Chinese characters and to determine the impact of learning styles on the AR learning experience. Suggestions were made about the further development on the AR technology as a self-learning tool as well as a teaching aid for learning Chinese.

*Augmented reality (AR). Chinese as a Foreign Language (CFL). Learning styles. Chinese character learning.*

### **The L2 Motivational Self-System in English Writing Through the Process Writing Approach**

*Ei Phyo Maung*

4/30/ 5 - 5:30 PM

Synchronous Session

Research Paper (25 mins)

**Motivation / Identity / Agency**

#### **ABSTRACT**

When students learn a second language (L2), their cognition and perceptions may be influenced by various social and environmental factors at the same time (Csizér, 2019). Understanding the underlying constructs of the L2 Motivational Self-System (L2MSS) (Dörnyei, 2005) becomes vital for language learners and teachers alike, as it plays a key role in directing the success or failure of the language learning process in the language. Dörnyei's L2MSS is composed of three constructs that direct learners' behaviour: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. This literature review focuses on the L2MSS in English writing through the process writing approach -- one of the writing approaches theorized by Hyland (2021) -- which centres on the writer and describes writing in terms of the processes used to create texts, and which emphasizes the personal creativity of the individual writer, the cognitive processes of writing and the writer's immediate context.

*L2 Motivational Self-System, process writing approach, learners' behaviour, motivational dispositions, cognitive processes*

### **The Lived Experiences of Non-native EFL Teachers in Vietnam: A Phenomenological Inquiry**

Walter Evans Lasula

5/1/ 1:30 - 2 PM

Asynchronous Session

Research Paper (25 mins)

**Motivation / Identity / Agency**

#### **ABSTRACT**

The increasing demand for English as a Foreign Language (EFL) instructors throughout Asia, particularly in Vietnam, has resulted in a large diaspora of both native and non-native teachers to assist students in improving their English language proficiency. The objective of the research was to conduct an inquiry into the personal experiences of non-native speakers teaching EFL in Vietnam and the essence attributed to it. This study utilized a comprehensive semi-structured interview with 12 non-native English-speaking teacher-participants from Philippines, Vietnam, Netherlands, Venezuela, Brazil, Spain, India, Ghana, Russia, France, Ukraine, and Poland. The study revealed major themes namely: Professional Rewards, Personal growth and contentment, Promotions and Career Opportunities, Professional Predicaments, and Personal Drive. The benefits of non-native English-speaking instructor in Vietnam were all emphasized, including the strong demand for EFL Jobs, simpler hiring processing, and many advancement possibilities. There were professional issues on discrimination and biases from employers aside from the racism experienced by students. Despite the challenges encountered, there were relevant pieces of advice shared to cope with the challenges such as getting qualified, adapting to culture, and possessing passion and optimism towards teaching as non-native teaching in Vietnam.

*ELT, NNESTs, Non-native English teachers, phenomenology*

### **The Meaning of Writing in English: Focusing on Writers' Felt Sense**

Yutaka Fujieda

5/1/ 2:30 - 3 PM

Asynchronous Session

Research Paper (25 mins)

**Writing**

#### **ABSTRACT**

This study explored the felt sense, unspeakable senses, of EFL writers through their experience of writing in English using the following research questions: What felt sense do EFL writers express? What does writing in English mean for these writers?

This study adopted the TAE (Thinking at the edge) approach to examine the emotions related to writing in English for three Japanese EFL learners. Data from the participants' ten TAE worksheets following the seven phases of the TAE process (Tokumaru, 2011) and individual interviews were collected.

The findings indicated that participants struggled to clarify their ideas due to the differences in expressions between Japanese and English. They also had difficulty organizing their thoughts into paragraphs, which negatively affected their confidence in using English. However, they revealed that their sustained efforts to write using L2 highlighted the importance of developing their writing proficiency and building their sense of achievement regarding writing in English. This presentation provides a discussion on teaching writing based on writers' felt sense of English writing.

*L2 writing, felt sense, TAE approach, emotion*

**The Power of Obsidian: Revolutionising How We Take Notes***Michael Walker*

5/1/ 9 - 10 AM

Asynchronous Session

Workshop (50 mins)**Technology / Online Learning / CALL / MALL**

## ABSTRACT

Note taking is a skill that is simultaneously recognised as essential for effective studying, yet often neglected in terms of teaching. This is particularly prevalent in an ESL/EFL context where many curriculums fail to implement a systemised approach to taking notes. The repercussions are significant as students who do not know how to organise their learnings are far more likely to submit work that is substandard. This presentation will look at the importance of note taking and the benefits it provides in terms of improved comprehension, increased memory retention and maintaining an organised record of learning. A system called Zettelkasten will also be explored which transforms note-taking from a memory retention tool into a powerful platform for critical thinking and creativity. The final stage will present an application called “Obsidian” that provides a digitised approach to note-taking and will aid teachers and students alike in optimising the learning process.

*Note taking, Zettelkasten, Obsidian, Knowledge Building, Critical Thinking, Systemised Learning*

**The Role of World English Homophones in Accidents, Incidents, and Incidence***Daniel Dusza, Ryouma Ishikawa*

4/30/ 1 - 1:30 PM

Synchronous Session

Research Paper (25 mins)**Language Policy / World Englishes / English as a Lingua Franca**

## ABSTRACT

This research investigates the influence of non-standard English homophones on airline safety. The English language has more than 6000 homophones and almost two thirds of the world’s 1.5 billion English speakers use English as a Second Language, thereby increasing the list of possible homophones tremendously. Contributions of similar words or word parts to disasters (Tenerife, 1997), accidents (Gimli Glider, 1983) and human suffering (Avianca Flight-052, 1990), and the effect of introducing homophones from non-standard Englishes on safety will be presented (e.g., Charkhi Dadri, 1996) together with examples of how homophones contribute to miscommunications, particularly in stressful emergency situations (e.g., Garuda Flight-152, 1997). Furthermore, examples of dangerous homophone conflicts (e.g., numbers ending in -teen and -ty) derived from aircraft investigations and voice recordings from Thai, Japanese, and Korean participants will be presented. Finally, implications for teaching English for academic and general education will also be discussed.

*Homophones, World Englishes, English for Academic Purposes, Global Communications, Communicative Competence*

**The Use of Instagram to Enhance EFL Learners’ Speaking Skills***Asiya Tabassum*

4/30/ 2 - 2:30 PM

Synchronous Session

Research Paper (25 mins)**Informal Learning / Affinity Spaces / Communities of Practice**

## ABSTRACT

Speaking skills demands preparedness from the learners but students are not motivated to speak, a major reason being the lack of vocabulary and fear of making mistakes. Therefore, to enrich preparedness among EFL students’ educators are adopting different web tools one such tool that is gaining immense popularity due to its users is Instagram. This research intends to explore whether short vlogs on Instagram can help students in improving



their speaking skills and how learners perceive the integration of Instagram in their speaking classes. 22 students from foundations level four at the University of technology and applied sciences, Nizwa, Oman participated in this study. The researcher administered the pretest and posttests to analyze the effect of Instagram vlogs on the speaking competence of EFL learners. A significant difference can be seen in the students' speaking. Therefore, it is recommended that vlogs can be implemented to enhance EFL learners speaking skills.

*Speaking skills, EFL students, Instagram vlogs, social media, assessment.*

### **Training Teachers for a Better World: Cross-cultural Pre-service Teacher Perspectives**

*Both Champa, Phan Makara, Jihyun Sung, & Thorn Va*

5/1/ 11 – 12 AM

Synchronous Session

Panel Session (50 mins)

**Teacher Education / Professional Development**

#### **ABSTRACT**

In this cross-cultural panel, pre-service teachers, recently graduated teachers, and students in TEFL/TESL programs will discuss their training programs and personal motivations for becoming teachers. What are the priorities and values of teacher-training programs in different parts of the world? How are these programs structured, and what do they emphasize? Why do these young professionals want to become teachers? How do they envision themselves helping to make a better world—and do the training programs adequately support these motivations? All these questions and more will be briefly explored by participants from several countries.

### **Uniting Students with Experts around the World in the Global Classroom**

*Courtney Nicolaidis*

4/30/ 4 - 5 PM

Synchronous Session

Workshop (50 mins)

**Culture & Cross-/Intercultural Literacies & Communication**

#### **ABSTRACT**

In the Global Classroom, we unite middle school students around the world together to innovate local solutions to world issues with the help of experts.

In our latest project we explored the question: How does the food we eat impact global warming? First, students studied the causes and effects of global warming on their country. Then, they analyzed the impact of the food they ate and came together to create strategies to decrease their carbon footprint. Then, they met to dialogue with experts about the food production and distribution process. Finally, they designed and implemented relevant local solutions like planting a school garden, vegetarian Mondays in the cafeteria, building a biodigester and exploring eating insects as a source of alternative protein.

All of our projects allow students to learn to research, speak and collaborate deeply with peers and experts across the globe. Our projects also help students develop a sense of belonging to a world community and a sense of agency to live in the world in a way that contributes to the greater good.

*Global Classroom, English for real world purposes, Speaking, Experts, Bring students together*

**Using Cloud Computing to Accelerate Feedback and Promote Transparency***George MacLean*

4/30/ 1 - 2:30 PM

Synchronous Session

Workshop (80 mins)**Technology / Online Learning / CALL / MALL**

## ABSTRACT

This workshop will explain and demonstrate the use of Google Workspace applications to build a transparent learning environment. It demonstrates an e-syllabus that gives students a clear idea of what sort of assignments to expect. The use of Google Forms and Sheets to accelerate feedback will briefly be explained and demonstrated thereafter. Finally, I will focus on how to build and disseminate a grade book that permits students to monitor their progress in a course and to access and submit incomplete assignments. Participants will be given the opportunity to trial each of the applications, and the outcome of this workshop should be the ability to build a dynamic grade sheet that can be shared with students (all the while preserving anonymity). Although the context of this presentation is from a tertiary education setting, the basic premises and the applications that will be demonstrated could readily be used at many levels.

*Google Workspace Applications, Grade Sheets,*

**Using Context-Specific Word Lists to Analyse the Lexicon of Academic ELT Textbooks***Stuart Benson, Naheen Madarbakus-Ring*

5/1/ 12 - 12:30 PM

Asynchronous Session

Research Paper (25 mins)**Vocabulary**

## ABSTRACT

Although textbooks in foreign language programmes provide teachers with support, attending to specific vocabulary difficulties remains challenging. Understanding the vocabulary load of textbooks can help teachers use accessible materials and clear instruction in the curriculum design process.

Research suggests textbooks are not adequately covering high-frequency vocabulary, so further analysis is needed to ascertain the lexicon of textbooks and understand their suitability for learners in varying contexts. This study outlines research using a general word list and a Japanese-context word list to investigate the lexicon of two commercially published textbooks. The results show that although the vocabulary load of each unit in the textbooks become increasingly difficult, overall, the textbook is too lexically demanding for Japanese-tertiary level students, with knowledge of 8,000 words necessary for comprehension. Finally, pedagogical implications, including the use of word cards and vocabulary quizzes to assist the needs of students will be discussed.

*Vocabulary, EAP, corpus analysis, textbook analysis*

**Utilizing Online Exchanges to Enhance Experiential Learning and Intercultural Competence***Daniel Markarian, Gordon D Carlson, Steven Hecht*

5/1/ 10:30 - 11 AM

Synchronous Session

Research Paper (25 mins)**Culture & Cross-/Intercultural Literacies & Communication**

## ABSTRACT

As the importance of the cultural dimension in education gains traction in language learning, instructors are increasingly expected to incorporate intercultural literacy into their teaching. However, opportunities for authentic cross-cultural exchanges may be limited, and digital media is often the only exposure to different worlds, resulting in misconceptions and skewed images of other people. We, therefore, conducted a ten-week exchange between 190

Japanese and American learners to examine how communication skills, interests in other cultures, and stereotypes might be altered. The project included a demographic questionnaire, followed by a 22-question survey where perceptions and attitudes could be compared through pre-post quantitative and qualitative data. Student tasks included creating three-minute group video productions, listening to music, drawing animations, tasting foreign foods, and culminating with an interactive 90-minute webinar. The presentation concludes with a framework that can lead students to meaningful learning outcomes -- collaboration, experiential learning, self-reflection, and better cross-cultural understanding.

*Online Exchange, Experiential Learning, Intercultural Competence*

### **Virtual Exchange Effects on Motivation for Learning English**

*Matthew Skidmore*

4/30/ 4 - 4:30 PM

Synchronous Session

Research Paper (25 mins)

**Motivation / Identity / Agency**

#### **ABSTRACT**

This study measured the effects on certain aspects of motivation for students learning English following a ten-week, multi-cultural virtual exchange project. Participants interacted both synchronously and asynchronously with other non-native English speakers from eleven different countries in an effort to make friends, share cultural interests, and practice English in a real-world, non-classroom setting. At the end of the project, participants were asked to complete a survey based on Dörnyei's concept of the ideal L2 self (2005) and Yashima's theories on international posture (2009) about how their motivations for learning English had changed. The study suggests that extended interactions in a virtual exchange improves participants' view of themselves as capable speakers, their motivation to become a better speaker for their ideal future and gives them a broader perspective on their view of their place in the wider world, while motivations for learning English as a responsibility towards others was decreased.

*Virtual Exchange, Motivation, Confidence*

### **Vocabulary Development and Intercultural Awareness Through Digital Storytelling in Primary Education**

*Cristina Gomez Martinez*

5/1/ 4 - 4:30 PM

Synchronous Session

Research Paper (25 mins)

**Applied Linguistics / Second Language Acquisition**

#### **ABSTRACT**

There is today a rich body of literature about the affordances of using DST (Digital Storytelling) in education, but the research on its effectiveness for vocabulary development and intercultural awareness is scarce. This presentation aims to analyze the impact of DST on vocabulary development from an intercultural perspective among Primary Education children. This three-month research included 128 learners aged 6-8 from 24 different cultural backgrounds divided in a control group (CG), using three printed multicultural folktales, and an experimental group (EG), exposed to the digital version (DST) of the same stories. In this mixed method research quantitative and qualitative data were gathered through class activities (reading or watching) and a pre-post-delayed-test. The results revealed that DST can be effectively used to expand EFL vocabulary and intercultural awareness, but some statistical differences were observed in the post- and delayed tests depending on cultural background and home exposure to technology.

*Digital Storytelling (DST), vocabulary development, intercultural awareness, Primary Education, English as a Foreign Language*

**What's our students' biggest fear in the classroom? SPEAKING!**

Gregg Sotiropoulos

MM Publications

4/30/ 2 - 3 PM

Synchronous Session

Workshop (50 mins)**Speaking / Conversation / Pronunciation**

## ABSTRACT

Is it that time again where I must open my mouth and speak? Why are my hands getting sweaty? My heart is pounding. I feel dizzy. I cannot concentrate. Just a few of the thoughts our students get when they are facing this challenging task. Do they need to feel like this though? Let's make speaking something our students will not only enjoy doing but do it with confidence and a smile!

*Speaking, Conversation, Active learning, Production of Speech, Self-Confidence, Motivation, Ideas and Tips*

**Why Do We Teach? A Case Study of Vietnamese University EFL Teachers**

Linh H. Tran

4/30/ 2:30 - 3 PM

Asynchronous Session

Research Paper (25 mins)**Motivation / Identity / Agency**

## ABSTRACT

Teachers' motivation has become a critical issue in the field of education. Understandings of teachers' motivation for a career choice, and motivation for staying in the profession can be useful for educators, policy makers, and school leaders in finding effective ways to sustain and improve teachers' motivation. In order to achieve this objective, the current study examined Vietnamese university EFL teachers' motivation and teachers' basic psychological need satisfaction through the lens of Self-Determination Theory. Data were collected from 104 survey questionnaires and 30 in-depth interviews completed by EFL teachers from 14 universities in Vietnam. Findings suggested that Vietnamese EFL university teachers could be simultaneously intrinsically and extrinsically motivated to become an EFL teacher, and to stay in EFL teaching. However, teachers' intrinsic motivation was reported higher than the extrinsic motivation. Although teaching is not a well-paid profession in Vietnam, many teachers said that they were committed to teaching because of the intrinsic values of the profession. Moreover, relationships between teachers' intrinsic motivation for EFL teaching and the satisfaction of teachers' basic psychological needs were identified. Findings of the current study suggested that enhancing the satisfaction of teachers' basic psychological needs at work can result in a high level of teachers' intrinsic motivation and commitment to EFL teaching and. This supports the importance of teachers' basic psychological need satisfaction and intrinsic motivation in the quality of EFL teaching as well as teachers' well-being. The study is concluded with practical implications and future research suggestions.

*teacher motivation, Self-Determination Theory, EFL teachers, higher education*

**Wide Reading in the Elementary Classroom**

Autumn Wright

5/1/ 3 - 4 PM

Synchronous Session

Workshop (50 mins)**Reading**

## ABSTRACT

Reading is one of the four main pillars of language acquisition. By engaging in a wide reading curriculum, students can acquire vocabulary, experience new grammar patterns, and reinforce their language acquisition. However, a wide reading curriculum can be tricky to incorporate, especially in the elementary classroom. In this workshop, we will discuss exactly what wide reading is, talk about strategies to make an extensive reading curriculum enjoyable

for you and your students, and discuss in detail some of the challenges that are often faced when beginning your own wide reading journey in the classroom. Furthermore, we will consider some engaging pre, during, and post reading strategies you can incorporate directly into your teaching practice.

*wide reading, extensive reading, elementary curriculum, reading curriculum*

## PRESENTER PROFILES (Alphabetized by Surname)

**Dr. Nikki Ashcraft** is an Associate Teaching Professor in the online M.Ed. TESOL program at the University of Missouri, where she enjoys working with teachers around the world. During her TESOL career, Dr. Ashcraft has taught ESL/EFL and trained teachers in the US, Mexico, Chile, Kuwait, and the United Arab Emirates. She is an English Language Specialist with the U.S. Department of State and has trained Fulbright English Teaching Assistants preparing for assignments in the Middle East and North Africa. Dr. Ashcraft is a former chair of TESOL International Association's Teacher Educator Interest Section and is currently serving as Past-Chair of its Membership Professional Council. She is the author of *Lesson Planning*, published by TESOL Press.

**Stuart Benson** is an Associate Professor at the University of Aizu in Fukushima, Japan. He has taught in Japan and New Zealand. His areas of interest are ESP in non-university settings, vocabulary acquisition, and corpus linguistics. His current research investigates technical vocabulary in spoken rugby discourse.

### **Heemal Bhat**

**Vicki Bos** is a teacher development specialist with over 25 years' experience in the TESOL sector, working as a teacher and teacher trainer in Australia, Japan, Macau, Brazil, and Chile. She is passionate about teaching English through music and song, action research, and language assessment. During her time at the University of Queensland, Vicki founded and conducted the award-winning international student choir, The ICTE-UQ Chorus, and co-ordinated the Raise Your Voice Choir Festival for international students. She is currently the Director of Teaching in Harmony.

### **David Scott Bowyer**

**Gunther Breaux** has taught English conversation to Korean university freshmen for 23 years. He's the author of several EFL textbooks, and has presented at international conferences in China, Korea, Japan, Thailand, England and the U.S. His original thought and contribution to English Education is Conversation Based Learning. [PlanGBro@gmail.com](mailto:PlanGBro@gmail.com)

**John Breckenfeld** - Hello, I'm John Breckenfeld. I have been living in Korea for ten years. I am currently working at HUFS in Seoul (since 2019) where I teach Communicative English. After working with all ages - from preschoolers to grandparents - I am very grateful to be teaching college students full-time. Their creativity, diligence and positive energy are truly inspiring, and I seek to inspire them in turn. For seven years, KOTESOL has been a massively rewarding source of professional development for me. Now, I am thrilled to be a part of the 2022 KOTESOL IC.

**James Broadbridge** is a teacher, researcher, and materials writer. He is currently working on his Ed.D in TESOL from Anaheim University and is an Associate Professor in the Faculty of Foreign Studies at Bunkyo Gakuin University. His main research interests are preparing students for EMI/CLIL courses, the connection between research and the classroom, and pragmatics.

**Gordon Carlson** is an associate professor at Otemae University, where he teaches EFL and Global Japan Studies. His interests include teacher development, CLIL, service learning, and language retention through interactive activities.

**Titmonyneat Chalk** - Prince of Songkla University

**Both Champa**

**Meng Huat Chau** (PhD, Birmingham) began his career over 20 years ago as a teacher working with primary, secondary, and high school students, before he took up a fellowship and joined Universiti Malaya in 2010. At Universiti Malaya, Dr. Chau teaches and supervises research in applied linguistics. His teaching, research, and supervision on topics in applied corpus linguistics, Global Englishes, language and writing development, multilingualism, and language education have been motivated by ecojustice considerations. Dr. Chau holds adjunct/visiting appointments at De La Salle University-Dasmariñas in the Philippines, Jeonbuk National University in South Korea, and Yogyakarta State University in Indonesia. His publications include the edited volumes *International Perspectives on Education* and *Corpus Applications in Applied Linguistics*, both published by Bloomsbury. Together with several colleagues, he is currently working as guest editor on two journal special issues: one on practical applications of ecolinguistics for the *Journal of World Languages* and the other on promoting diversity and inclusion in language education through approaches based on Global Englishes and translanguaging for *TESL-EJ*.

**Chen, Yi-Chen** is an Associate Professor of Department of Foreign Languages and Applied Linguistics in Yuan Ze University, Taiwan. Her major research interests cover areas from cognitive semantics, second language acquisition, to metaphor and metonymy.

**Hsiu-Pin Cheng****Chin-Wen Chien**

**Dr Tae-Hee Choi** is Associate Professor at The Education University of Hong Kong, and a Fellow of the Higher Education Academy, UK, and of the East-West Center, USA. She has extensive experience in English-language teaching, teacher education and policy advisory. Her current research focuses on education policy processes, teacher development therein, and the interrelationship between languages and policy processes. Dr Choi has been leading several multinational comparative research projects investigating the impact of education policies in public schooling. For further details on her research, see [https://www.researchgate.net/profile/Tae\\_Hee\\_Choi](https://www.researchgate.net/profile/Tae_Hee_Choi)

**Julia Christmas** is an Associate Professor in the Faculty of International Economics at the University of Niigata Prefecture. Her research interests include Content and Language Integrated Learning, Academic Writing in CLIL settings, Pronunciation, and Professional Development for in-service Japanese Teachers of English. Contact email: [jchristm@unii.ac.jp](mailto:jchristm@unii.ac.jp)

**Joshua Cohen****Keirah Comstock****Garrett DeHond**

**Rob Dickey** - Keimyung University - 27+ years teaching English in Korea, 26+ years in KOTESOL as a member and staffer. My teaching focus is Content-Based Instruction, but I also teach "pure content" courses in English - administration, management, tourism, law, and others. My research areas include leadership, teacher organizations, and various ELT topics (pronunciation, methods, etc).

**Yanning Dong**

**Frederick Dunn** - I am currently a visiting Lecturer at the University of Purdue Northwest. I teach Listening and speaking, reading, and elective courses that focus on American culture. I received my MATESOL from the University of Illinois at Champaign-Urbana in

the summer of 2021 and my thesis was titled “An Overview of Teaching in South Korea”. Overall, I have been working in the field of education for a decade and taught English in Korea for approximately 3 years.

**Daniel Dusza**

**Robert Dykes**

**Tim Edwards** teaches at the English Language Institute, Victoria University of Wellington. He has been teaching for around 20 years in Asia and Australasia, with shorter periods in North America and Europe, teaching children, teens and adults, in private language schools, state schools & universities, and University language centres, most recently working with civil servants from developing Asian countries. He has published in the *TESOLANZ Journal* on subjects including teaching online during Covid-19, language for cleaners, and students’ preparation for studying abroad.

**Lidija Elliott**

**Eric Flynn** - GIFLE - I've been living in Korea since late 2009, and have taught students of all ages, from elementary to adult. I currently work for GIFLE (the Gyeonggi-do Institute for Language Education) where I try my best to facilitate language learning for citizens of Gyeonggi province. Prior to coming to Korea, I served as an Arabic linguist in the U.S. Air Force (but don't ask me to speak Arabic, because I've forgotten most of it!) and graduated from the Defense Language Institute at the Presidio of Monterey. I especially value giving English teachers simple, usable tips that help take the stress out of teaching while maximizing lesson effectiveness.

**Yutaka Fujieda**

**Jason Gold**

**Paul Goldberg**

**Cristina Gómez** has been teaching EFL for 8 years in the public sector at Secondary and Primary stage of education. Eager to learn about new methodologies to adapt to the 21st century learner, she is continuously absorbing training courses on innovative activities to put into practice in the classroom. Drama, video and stories make up the core of her interests.

**Marina Goto**

**Stewart Gray** - Hankuk University of Foreign Studies

**Anita Greenfield**

**Tammy Gregersen**, a professor of TESOL at the American University of Sharjah in the United Arab Emirates, received her MA in education and PhD in linguistics in Chile. First and foremost, though, she is a teacher. She is co-author, with Sarah Mercer, on the new Oxford title, *Teacher Wellbeing* (2020), and with Peter MacIntyre, on *Capitalizing on Language Learner Individuality and Optimizing Language Learners’ Nonverbal Communication in the Language Classroom*. Dr. Gregersen is also a co-editor with Peter and Sarah of *Positive Psychology in SLA and Innovations in Language Teacher Education*. She has published extensively in peer-reviewed journals and contributed numerous chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology, positive psychology, and nonverbal communication in language classrooms. She is passionate about exploring other cultures and has enjoyed the opportunities presented by participation in international conferences around the world.



**Anu Gupta** is a scientist, educator, lawyer, and the Founder of BE MORE with Anu, an ed-tech company that trains organizations in breaking bias to advance diversity, equity, inclusion, and belonging. He has logged over 10,000 hours of meditation and developed BE MORE's science-backed, compassion-based approach after 15 years of research on the causes of and solutions to inequality. He has brought BE MORE's science-backed, compassion-based approach to over 300 organizations like the American Medical Organization, PBS, and FDNY reaching over 50,000 professionals - from corporate executives, doctors, and engineers to rabbis, Buddhist monks, and frontline activists - impacting over 25 million lives.

#### **Altyn Hallayeva**

**Ester Ham** is a Wheaton College student pursuing an Education degree with Elementary, ESL, Spanish-Bilingual, and Middle School Language Arts Concentrations.

**Dana Han**, Communication and Conflict Transformation Circles Facilitator, has been learning about, training in, and practicing NVC ( Nonviolent Communication ) since 2016, and she is presently a candidate for certification as an International NVC Trainer. In 2016, she started facilitating programs in NVC and Conflict Transformation for high school and university students, through summer camps, workshops and webinars, for parents, teachers, and the general public.

#### **Richard Harrison**

#### **Natasha Hashimoto**

**Tomoko Hashimoto** is an Associate Professor at Felicia College of Childhood Education in Tokyo, Japan. She is interested in motivation in language learning for learners of all ages and values linking theory to practice. Her presentation is part of her doctoral dissertation in which she examined how the different sequential arrangements of informal and formal cooperative learning affect EFL university students' motivation and basic psychological needs. She has also taught Japanese elementary school teachers how to instruct English to young learners.

#### **Philip Head**

#### **Steven Hecht**

**Marc Helgesen**, professor emeritus (but still actively teaching) at Miyagi Gakuin Women's University in Sendai, Japan, has written over 200 professional articles, books, and textbooks, including *English Teaching and the Science of Happiness* (ABAX) and the *English Firsthand* series (Pearson). His research interests include positive psychology in ELT, mind/brain/education in ELT, and extensive reading. He's been an invited speaker at conferences on five continents. Email: [marchelgesen\(at\)gmail.com](mailto:marchelgesen(at)gmail.com).

#### **Sounsrors Hor**

#### **Yue Huang**

#### **Aika Ishige**

#### **Ryouma ISHIKAWA**

#### **Gyewon Jang**

**Youngeun Jee** - University of British Columbia

**Tom Jeffery** is a Graduate from the University of Liverpool (BA) and more recently from Birmingham University (MA). His MA dissertation specialized on educational and cultural differences between Korean and non-Korean teachers, which was edited and later

published in the *English Language Teaching Journal* (DOI:10.5539/elt.v15n1p53). His current research is focusing on the differences between prepositions in the English and Korean languages and effective methods and techniques that can be used to teach them. Tom Jeffery lives in Daegu, South Korea and is from the UK.

### **Linshuang Jiang**

**Aaron G. Jones** currently serves as adjunct professor and an accreditation officer for Dallas Baptist University. Before serving at DBU, Aaron spent several years in Korea as a professor at the University of Seoul and the University of Suwon. Aaron has also worked with North Korean refugees for the last 10 years and has served as an English lecturer and friend to many North Koreans over those years. Aaron holds a Master of Arts in Teaching ESL and a Master of Arts in Global Leadership and is currently pursuing a Doctor of Education in Educational Leadership. Aaron's research interests include cultural intelligence, cross-cultural leadership, culturally appropriate instructional strategies, technology integration in education, and international education.

### **Meagan Kaiser**

#### **Suy Kasan**

#### **Naoko Kato**

**Kevin Kester**, Assistant Professor of Comparative International Education and Peace/Development Studies at Seoul National University (서울대학교). I research educational responses to peace, conflict and development in local and global contexts. My most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21st Century*. I completed my PhD and postdoc at the University of Cambridge. Prior to moving to Seoul National University I was Assistant Professor of Education at Keimyung University (계명대학교) and Director of Studies for Education at Queens' College, University of Cambridge. I serve in various leadership capacities with the Comparative and International Education Society and the Korean Educational Research Association.

**Daniel Kim** is a Graduate Student in TESOL / Intercultural Studies in the Wheaton College Graduate School.

### **Hyun Jin Kim**

**Chris Kobylinski** - HUFS- Hankuk University of Foreign Studies - I've taught Communicative English at HUFS for many years and have presented at various conferences for over a decade. I enjoy sharing my classroom experiences and appreciate hearing about the experiences of others in hopes of constantly growing and developing as an educator and as a person.

**George Kokkolis-Papadopoulos** has been active in the ELT sector for the past 7 years. Having studied English Language and Literature, he has had the opportunity to work as an EFL teacher. He has been involved with TESOL Greece, and has been an Oral Examiner for several examination boards. He has joined Express Publishing as an ELT Academic Consultant, and while he has had to put on many hats over the years, he considers himself, above all, an Educator.

### **Nathan Krug**

**Ryuko Kubota** is a professor in the Department of Language and Literacy Education at University of British Columbia, Canada, where she teaches applied linguistics and teacher education. Her research draws on critical approaches to language education, focusing on

race, gender, culture, and language ideologies. Her work has been published in journals, such as *Applied Linguistics*, *Critical Inquiry in Language Studies*, *Journal of Multilingual and Multicultural Development*, *Journal of Second Language Writing*, *TESOL Quarterly*, and *World Englishes*, and in many edited books. Other publications include: *Race, Culture, and Identities in Second Language Education: Exploring Critically Engaged Practice* (Routledge, 2009).

**Holly Kuyper** is a graduate student in the M.A. TESOL program through Wheaton College. She has four years of experience teaching both elementary and adult ESL/EFL students. Since July 2020, she has volunteered for ENOK, a nonprofit organization that assists North Korean refugees.

**Elton LaClare**

**Dennis Laffey**

**Walter Evans Lara Lasula** works as a Lead Teacher at Language Link Vietnam. He is a DELTA and CELTA qualified teacher with 12 years of ESL teaching experience. He has taught Japanese, Koreans, Turkish, Filipino, and Vietnamese learners. Half of his career is spent preparing Vietnamese learners for IELTS, TOEFL, and Cambridge English Exams. He has finished his Master's degree in English Language Teaching at Cebu Normal University where he found his passion for qualitative research. His research interests include bilingualism, pedagogy, and assessment.

**Francis Daehoon Lee** has been professor for peace studies at SungKongHoe University, Ritsumeikan University, and the International University of Japan. He served as legal advisor to the Special Rapporteur of the UN Human Rights Sub-commission in 2005 and worked with the Center for Peace Museum in Korea. He is the former executive director of ARENA (Asian Regional Exchange for New Alternatives, Asia-wide) and the director of the Center for Peace and Disarmament, Korea. He has coordinated CENA (the Civil Society Education Network in Asia), a collaborating network of universities committed for peace, human rights, and democracy studies. Francis has been actively involved in facilitating UNESCO and APCEIU teacher training workshops since 2006. In 2012, he joined the Peace Education Project MOMO (PeaceMOMO) to provide school teachers and peace activists in Korea with peace education training that is based on new, learner-oriented pedagogical principles. He is also the director of the Trans-Education for Peace Institute (TEPI).

**Jiahao LIU** - I am currently a second-year MA graduate student majoring in English Studies at the Department of English, Faculty of Humanities and Arts, University of Macau, Macau SAR, China. I am interested in second language writing, language testing and assessment, and literacy development in general; language assessment literacy, language assessment fairness and justice, and academic literacies in particular. For my research details, please visit <https://andyliujh.com/>.

**LinLin Liu**

**Kara Ann Mac Donald**

**Emily MacFarlane**

**George MacLean** is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and in the international school system. His research interests include SLA and ICT implementation. He is active in the Japan Association of Language Teachers (JALT) at a local and national level, and regularly presents at national and international language teaching and technology events.

**Naheen Madarbakus-Ring** is a lecturer at Nagoya University of Commerce and Business in Japan. She has taught in South Korea, the UK and New Zealand. Naheen received her PhD in Applied Linguistics at Victoria University of Wellington (NZ). Her research areas include listening strategies, curriculum and material development.

**Phan Makara**

**Wayne Malcolm** - JALT and Fukui University of Technology - I am an Assistant Professor of Foreign Language (English) at Fukui University of Technology in Fukui City, Japan. Since 2019 I have been the Director of Program of JALT where I oversee the coordination and execution of JALT's marquee event, the annual international conference and educational materials exhibition. I have been living and working in Japan since September 2002.

**Monaliza Hernandez Mamac** finished her degree Master in Crosscultural and Applied Linguistics at the University of Sydney. She works as a foreign lecturer at the Prince of Songkla University Thailand, Pattani Campus. Her research interests involve educational linguistics, language and the law, and Systemic Functional Linguistics.

**Shaun Manning** - Professor, English Linguistics and Language Technology, Hankuk University of Foreign Studies. I am very interested in interactive learning, classroom dynamics, and the role of technology in language learning.

**Grazzia María Mendoza Chirinos** - Education Specialist at USAID Honduras - manages and designs education projects to support the Ministry of Education for access, quality, and safe learning spaces. Language educator for 28 years, is a consultant and teacher trainer. Holds a M.Ed. in international education, M.A. in TESOL. Has held a variety of positions in K-12, Higher Education, trained teachers in different parts of the world since 2008. US State Department Alumna recognized for project development for teachers. Recognized by TESOL International Association for scholarship and service: Virginia French Allen Award. Research interest includes CALL, CBLT and Methodological Improvements for PD. She is the founder and former President HELTA TESOL in Honduras, former President of Latin America and Caribbean TESOL, and Member of TESOL International Association Board of Directors 2019-2022, serving as Chair of the Finance Committee 2021-2022.

**Daniel Markarian** - Adjunct Professor Nova Southeastern University teaching undergraduate, graduate and doctoral dissertation, curriculum and research courses. W.T. Dwyer High School Social Studies Teacher teaching 12th grade Economics and Advanced Placement Government.

**Staci B. Martin**, EdD, is an assistant professor of practice at Portland State University. She studies critical hope and despair, co-researching, and peacebuilding. Dr. Martin is a community-based action researcher who is committed to co-creating practical solutions that are culturally responsive and led by, for, and in partnership with the community, especially refugee communities. She has designed and implemented psychosocial peacebuilding educational programs in four countries: South Africa, Nepal, Jamaica, and Kenya. Dr. Martin is the recipient of the 2018 CPED Dissertation in Practice of the Year Award. She is also a Rotary Peace Fellow (2020) and a Thailand–United States Educational Foundation Fulbright Scholar (2021-2022).

**Wesley Martin** - Hi! My name is Wesley, and I'm currently a graduate teaching assistant in ESL at the University of Iowa. Prior to starting my MA in Linguistics, I taught EFL to young learners in South Korea for four years. I'll be completing my graduate degree in May 2022, and hope to return to South Korea soon!

**Maria Teresa Martínez García**

**Gilda Martinez-Alba**, EdD, was the 31st president of Maryland TESOL (2011–2012). Currently, she is the assistant dean in the College of Education at Towson University, where she serves as a co-PI for a 2.2-million-dollar grant entitled English Learners Moving to Proficient Outcomes with Engagement and Rigor (EMPOWER) and a 2.7-million-dollar grant entitled Enhancing Literacy for English Learners: Valuing Assets Through Engagement (ELEVATE). She collaborates with PI Dr. Patricia Rice Doran and co-PI Dr. Elizabeth Neville on the grants, which were obtained through the Office of English Language Acquisition at the United States Department of Education. Her research revolves around asset-based literacy instruction for multilingual learners integrating technology and social-emotional learning.

**Ian Matheson** - British Council / EnglishScore

**Ei Phyo Maung** - PhD Candidate, Doctoral School of Education, Faculty of Education and Psychology, Eotvos Lorand University, Budapest

**Joanne McCuaig** - University of Birmingham, Department of English Language and Linguistics Doctoral researcher - is a discourse analyst that uses the tools of corpus linguistics to investigate communication differences. Her PhD explores the usage of the psychological terms: abuse, trauma, depression and anxiety. Specifically, she is looking at how these words have been used by the U.S. news media, by U.K. politicians, and by users on Reddit. The aim of her research is to discover what, if any, similarities or differences there are in formal and public uses. This research will contribute to the growing discussion of information exchange and usage between expert opinions and other segments of society. Joanne McCuaig is Doctoral Researcher with the University of Birmingham, in the Department of English Language and Applied Linguistics. She's a part-time, distance student as she lives in Seoul, South Korea and is from Canada.

**David McCurrach**

**David McLoughlin** is an Associate Professor in the School of Global Japanese Studies at Meiji University in Tokyo, Japan. He holds an Ed.D in TEFL from the University of Exeter, UK. His main area of research is motivation in second language learning, covering topics such as the role of interest in sustaining self-regulated motivation and learning, and the attribution theory of achievement motivation and emotion. Other research interests include language learner autonomy and the role of affect in self-regulated learning.

**Dr. Jennifer McMahan**

**Rachelle Meilleur**

**Emmy Min** - Professor of Clinical Education at University of Southern California's MAT-TESOL program.

**Nigina Misirova** - Currently I am a doctoral student in Pedagogy discipline of Doctoral School of Social Sciences, University of Warsaw, Poland. I held a Bachelor of Arts (English philology), Uzbekistan, 2011 and a Magister of English Philology, Poland, 2018. Besides, I have worked at school as a teacher of English for 5 years in Uzbekistan.

**Nicole Moskowitz**

**Zsuzsanna Mikecz Munday**

**Rahmila Murtiana** is an English teacher educator from Indonesia. She holds an M.A. in TESOL from Flinders University Australia. Currently, she is doing PhD at Swinburne University of Technology Melbourne.

**Matthew Nall**

**Courtney Nicolaides**

**Asoko Ha Nguyen / NGUYEN, Ha (Asoko)** is an English lecturer at Saigon Polytechnic College, Vietnam. She specializes in General English, English for specific purpose (ESP), and Intercultural communications in language teaching. As a postgraduate student in M.A.in TESOL program at Ho Chi Minh University of Social Sciences and Humanities, Vietnam National University, Nguyen's research interests focus on ELT, Language acquisition, Applied linguistics and Asian intercultural lingo studies. She is also a book author for children and young adults.

**Elizabeth Norman** is an instructor and researcher at the Gyeonggi-do Institute For Language Education in South Korea. Originally from Minnesota, she left her career as a Language Arts High School teacher in 2014 when she moved to become an EFL teacher in Jeonju. Now, she works as a researcher and provides content for professional development programs and special lectures for public school teachers.

**Sanae Oda-Sheehan** (PhD) is a research fellow at Ochanomizu University, Tokyo. She teaches at Senshu University and also works as a communication consultant utilizing her business background. Her research interests include teacher identity, L2 pragmatics, and communicative task effectiveness.

**Conor O'Reilly** is Assistant Lecturer in Language, Employability, and Research Skills in Ghent University Global Campus in Incheon, South Korea. Previously, he has worked in higher education settings in his native Ireland, the United Kingdom, and Korea. He is carrying out doctoral research on the lived experiences and developing outlooks of international students in Irish higher education with University of Glasgow. The research explores how international students' seek to meet their aspirations in a policy driven higher education sector in Europe. Conor is the facilitator for KOTESOL Social Justice (Critical Education) SIG. He can be found on twitter: @ConzieSays

**Rebecca Oxford**, Professor Emerita and Distinguished Scholar-Teacher, University of Maryland, has written or co-edited 15 books, seven on peacebuilding and transforming education, and eight on language learning and teaching. Her 2021 book is *Peacebuilding in Language Education* (Multilingual Matters). *Language Learning Strategies: What Every Teacher Should Know* (1990) is in Korean, Japanese, Arabic, and English. Rebecca visited Korea, her "adopted country," four times to give conference plenaries and see her beloved Korean doctoral graduates. She taught languages and psychology, and is a long-time language teacher educator. "Rebecca Oxford's research has changed the way the world teaches languages" [from her Lifetime Achievement Award].

**Joo-Kyung Park** - Professor, Dept. of English Language, Honam University, S. Korea, former president of Korea TESOL, and President-elect of AsiaTEFL

**EunJeong Park**

**Hyunsuk Park** - Halla University

**Kyongson Park**

**Nehemiah Park** is a second-generation Korean American from San Diego, California. He graduated from the University of Southern California (MAT TESOL). His teaching experience includes teaching OPIC and business English at Samsung Engineering Co. and Coupang. He is passionate about researching and implementing new methods to help EFL students with their L2 oral fluency. His research interests include SOFLA (synchronous online flipped learning), second language acquisition, and using diverse

multimedia in an EFL context. During his free time, he loves mountain biking and creating YouTube videos.

**Travis Past** is an instructor of English as a foreign language at the School of International Studies of Kwansai Gakuin University in Hyogo Japan. His research interests include computer-assisted language learning, storytelling in EFL, extensive reading, peer feedback and interaction. He has been living and teaching in Japan for 11 years.

**Luis Javier Pentón Herrera**, PhD, served as the 38th president of Maryland TESOL in 2018–2019. He currently serves as assistant professor at the University of Warsaw, and as coordinator of the Graduate TESOL Certificate program at The George Washington University. In addition, he serves as the Social Responsibility Interest Section (SRIS) co-chair (2021–2022) at TESOL International Association. Dr. Pentón Herrera's current research projects include exploring the language and literacy experiences of adolescent and adult Indigenous students from Latin America; exploring adolescent and adult students with limited or interrupted formal education (SLIFE); social-emotional learning (SEL), emotions, and well-being in language and literacy education; and autoethnography and storytelling.

**Jason Pipe** is from England. An experienced university lecturer from the UK and qualified high school teacher, Jason currently a Special Professor at Tokyo Keizai University where he teaches EAP, business, marketing and preparatory studies for students studying and working abroad. His research interests include sociolinguistics, task-based learning, metacognitive learning, motivation and phonology. As a PhD. candidate at UNICAF University, Jason's present research focuses on development of teaching pronunciation and the measurement and development of speech fluency in language learning, and its relationship with other aspects of linguistic performance including pausing, repair and phonological language production at the suprasegmental level.

#### **Quy Huynh Phu Pham**

**Sterling M. Plata**, PhD, is an associate professor in the College of Education at De La Salle University in the Philippines. Her mission as an assessment reform advocate started during her certification as a Language Testing and Assessment Specialist in 2017. Her mentors in SEAMEO RELC (Singapore) opened her eyes to the significance of the role of assessment in student learning rather than just gatekeeping. Since then, Dr. Plata has set goals to train more than 10,000 teachers on improving classroom assessment. She has also published research articles that analyzed national assessment reform policies.

In 2018, Dr. Plata discovered the role of growth mindset interventions in student motivation. She trains growth mindset advocates and champions through webinars and masterclasses. She also dedicates a session to growth mindset in her undergraduate and graduate classes. Since 2019, Dr. Plata has been advocating for integrating the 17 Sustainable Development Goals in ELT through service-learning. Finally, the pandemic has allowed her to share her story as a burnout survivor. Sterling Plata has been giving teachers mini-retreats on well-being strategies during national and international conferences. These are just some of her contributions to the field of ELT.

**Michael Rabbidge** - Hankuk University of Foreign Studies

**Narantsetseg Ravjaa**

**Victor Reeser**

**Dr Willy A Renandya** is an experienced language teacher educator currently teaching at the National Institute of Education, Nanyang Technological University, Singapore. His teaching and research interests include second language education, second language reading and listening and teacher professional development. He has given numerous keynote presentations at ELT and TESOL conferences in Asia (including in Korea) and USA. He maintains a teacher professional development FB group called "Teacher Voices" (<https://www.facebook.com/groups/teachervoices>) and writes regularly in his blog ([www.willyrenandya.com](http://www.willyrenandya.com)).

#### **Brett Reynolds**

**Yukie Saito** holds a Ph.D. in education and works at a private university in Tokyo. Her research interests are the application of CEFR and CEFR/ CV in English education in Japan, the integration of technology into English classrooms, and teachers' cognition and classroom practice.

**Daniel Savage** - Seoul Global High School - has been teaching secondary-level Social Studies and English in Korea for more than a decade. He has an interest in content and language integrated teaching as well as task and project-based learning.

**Alan Seaman**, Ph.D., serves as Professor of TESOL in the Wheaton College Graduate School, where he teaches in the areas of applied linguistics and foreign language education.

#### **Junjie SHEN**

**Miori Shimada** has been teaching English in Japanese universities for 15 years both as a part-timer and a lecturer. Her research interests include English for young learners (application of picture books and songs), effects of anxiety on EFL students, and teacher education and professional development. She is a doctoral candidate at Anaheim University.

#### **Matthew Skidmore**

**Michael D. Smith** is an adjunct lecturer in English as a foreign language at Kwansei Gakuin University, School of International Studies, Japan. Currently enrolled as a doctoral student at the University of Bath, he holds a postgraduate teaching license specialising in adult education, an MA in Applied Linguistics, and is an alumnus of University College London Institute of Education, where he gained an MA with distinction in Technology and Education. Michael's research interests include the sociology of education, language policy, neoliberalism, and the social implications of educational technologies. Please direct any inquiries to Michael's ResearchGate profile: <https://www.researchgate.net/profile/Michael-Smith-74>

#### **Gregg Sotiropoulos**

**Kurt Squire** is a professor of informatics and co-director of the Games + Learning + Society Center at UC, Irvine. Dr. Squire's research interests are in theories and approaches to game-based learning (*Video Games and Learning*, Teachers College Press), and the design of games for impact (*Making Games for Impact*, MIT Press). Dr. Squire has authored over 100 scholarly works on learning technologies, and has directed 17 educational software projects, including *At Play at the Cosmos*, published by Norton, which is used in college astronomy courses around the world. Dr. Squire is a former elementary and Montessori teacher, as well as games journalist. Dr. Squire currently teaches courses in UCI's Game Design and Interactive Media Program and is working on technologies for wellness.



**Constance Steinkuehler** is a professor in the Department of Informatics at the University of California, Irvine where she researches culture, cognition, and learning in the context of multiplayer online videogames. She is an ADL Belfer Fellow, the chair of UCI's Game Design and Interactive Media Program, co-director of the Games+Learning+Society (GLS) Center, and chair of the Annual GLS Conference. She teaches courses on games and society, visual design, and research methods. Her current projects include investigations of toxicity and extremism in online games, evaluation of an enriched esports for high school students, and reasoning with misinformation.

Dr. Steinkuehler formerly served as Senior Policy Analyst under the Obama administration in the White House Office of Science and Technology Policy, advising on videogames and digital media. She is the founder of the Federal Games Guild, a working group across federal agencies using games and simulations as tools for thought, and the Higher Education Video Games Alliance, an academic non-for-profit organization of game-related programs in higher education. Her research has been funded by the Anti-Defamation League, the Samuelli Foundation, the MacArthur Foundation, the Gates Foundation, the National Academy of Education/Spencer Foundation, the National Science Foundation, and the Universities of Cambridge, Wisconsin-Madison, and California-Irvine. She has published over 100 articles and book chapters, including six conference proceedings, four special journal issues, and two books. She has worked closely with the National Research Council and National Academy of Education on special reports related to videogames, and her work has been featured in Science, Wired, USA Today, New York Times, LA Times, ABC, CBS, CNN, NPR, BBC, and The Chronicle of Higher Education.

Dr. Steinkuehler has a PhD in literacy studies, an MS in educational psychology, and three bachelor's degrees in mathematics, English, and religious studies. Her dissertation was a cognitive ethnography of the MMOs Lineage I and II, where she ran a large siege guild. Her husband, Dr. Kurt Squire, is co-director of the GLS Center at UCI. They live with their two adolescent gamers in Southern California where they enjoy surfing, trail running, camping, and all manner of headset-wearing, DPS-flinging, computer-screened mayhem.

**Arran Stibbe** is a professor of ecological linguistics at the University of Gloucestershire. He has an academic background in both linguistics and human ecology, and combines the two in his research and teaching. He is the founder of the International Ecolinguistics Association, author of *Ecolinguistics: Language, Ecology, and the Stories We Live By* (2021, Routledge), and was awarded a National Teaching Fellowship by the Higher Education Academy for teaching excellence. Arran spent eight years teaching TEFL in Japan and has recently created a new MA in English and TESOL for teaching as a franchise course in Asia.

**Yilin Sun**, PhD, Emeritus Professor, directed Faculty Development Programs at Seattle Colleges in the US (2018–2021) before her recent retirement. She is a former president of TESOL International Association (2014–2015) and the founding president of MAAL (Macau Assn. for Applied Linguistics). Dr. Sun has extensive experience in teacher education, leadership, and professional development. In 2021, The English Language Specialist Program of the U.S. Department of State recognized Dr. Sun as one of thirty specialists who have made a lasting impact on the field of TESOL (Teaching English to Speakers of Other Languages) since 1991. Over the years, Dr. Sun has given numerous keynote/plenary and featured presentations at international professional conferences. She is excited about the KO-TESOL 2022 Conference and looking forward to meeting everyone virtually.

**Jihyun Sung**

**John Syquia** - Kwansai Gakuin University, Nishinomiya, Japan - My research interests include pragmatics, formulaic language, and speaking.

**Ms. Asiya Tabassum** has been working as a lecturer at University of Technology and Applied Sciences, Nizwa, Oman since 2012. She did her masters' from Osmania University, Hyderabad, India. In addition, a certificate course in TESOL from American Training Institute, Kerala, India. A certification in IELTS (TTT) from British council. Her research interests are using education technologies and experimenting writing skills using different platforms.

**William Tiley**

**Shiroyama Tomotaka**

**Eng Hai Tan** has more than two decades of teaching experience. He has taught in public primary schools and the National Institute of Education in Singapore prior to working as an administrator in an English immersion school in Japan. He is currently an associate professor at the University Center for Liberal Arts Education, Meio University. His research interests include Pedagogy, Language Acquisition, Motivation and Educational Technology.

**Linh H. Tran** is a PhD candidate in Linguistics at the University of Newcastle, Australia. Her research interests include (but not limited to) teacher motivation and well-being, English language teacher professional development, student motivation for English language learning, TESOL, and Vietnamese higher education.

**Daniela Trinks** came to South Korea in 2006 to pursue an academic study in Go (Baduk), culminating in a Ph.D. degree in Go Studies. Since 2015, she has been a professor of Go Studies at Myongji University (South Korea), teaching courses such as Go English, Go Culture, Go Teaching Practice, and Go Content Development.

**Thorn Va**

**Miriam Guadalupe Vasquez** - Nagoya University of Foreign Studies

**Michael Walker** has over 20 years of experience as an ESL educator in both Australia and Japan. He has taught general English at language schools, oral communication as an ALT on the JET program, and academic skills at tertiary level. He is currently based in Tokyo and teaches academic reading and writing skills to university students. His other interests include theatre and filmmaking which he incorporates into the classroom when applicable. His research areas include adopting creativity into curriculums and the impact of culture on learning attitudes.

**Scott Walters**

**Dr. George E. K. Whitehead** currently works as an assistant professor in the Graduate School of TESOL at Hankuk University of Foreign Studies, South Korea. His main research interests include language teacher education and development, language teacher leadership, critical second language pedagogy, and the development of context-specific language teaching and learning practices. His published work has appeared in journals such as *TESOL Quarterly*, *The Modern Language Journal*, and *System*.

**Dr. Ilene Winokur** has lived in Kuwait since 1984 and is a professional development specialist supporting teachers globally including refugee teachers. Ilene has been active in learning innovation and ESOL for over 25 years, is an expert in professional development, and is passionate about narratives related to belonging. Prior to retiring in 2019, she was a teacher and administrator at the elementary and pre-college levels for 25 years. Her blog, podcast, and book focus on the importance of feeling a sense of belonging. You can

connect with Ilene on Twitter @IleneWinokur and find links to her podcast and blog on her website: <https://journeys2belonging.webstarts.com>

**Cheryl Woelk****Autumn Wright**

**Jocelyn Wright** is Associate Professor in the Department of English Language and Literature at Mokpo National University. There, she teaches various graduate and undergraduate courses ranging from applied linguistics, intercultural communication and leadership, nonviolent communication, Global Englishes, and critical pedagogy. She has facilitated groups on reflective practice, social justice, and currently peace linguistics, an interest that connects these diverse areas. Previously, she taught ESL in Quebec, where she majored in linguistics, and EFL in the Dominican Republic and France, where she studied education.

**Hsiaoping Wu****Yihan XU**

**Dr. Kyungsook Yeum** is the Director of SMU TESOL and the faculty of Sookmyung Women's University, Seoul, Korea. Dr. Yeum's understanding of the TESOL profession became more robust with her service on the TESOL Board of Directors, TESOL International Association, USA (2015-18). Her leadership was honed through her work as the National President of Korea TESOL, and as Vice President of The Korea Association of Teachers of English (KATE) and The Applied Linguistics Association of Korea (ALAK) among others. Dr. Yeum has an MA in TESOL from the University of Maryland. Her first PhD is in English Literature, and she is a University of Macquarie PhD candidate in Applied Linguistics. Her concentrations are: Cross-cultural Leadership; Teacher Education; and Program Evaluation.

**Demet Yiğitbilek** is a PhD student and a graduate instructor at Illinois State University. She predominantly teaches courses in writing and applied linguistics and does classroom research. Her primary research interests are in second language writing instruction, positioning theory in applied linguistics, and teacher education. Prior to moving to the US, she taught English in Spain and in Turkey, and she frequently brings her experiences to both her teaching and research.

**Yossiri Yossatorn** - Navamindradhiraj University

**Abdul Saboor Zaheeb** - Hankuk University of Foreign Studies (HUFS)

**Lori Zenuk-Nishide**